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ABSTRACT

A program evaluation assessed the implementation of the Alaska Department of Education's State Plan for Career Education, 1978-1983. Focus was on the degree to which the state plan objectives involving curriculum change, career counseling, special groups, business and industry, home and family, and inservice education were completed. Activities included a review of Department of Education records, on-site visits to grant-funded career education programs, a survey of Alaskan career education experts, and a needs assessment. A narrative analysis of the objectives revealed that a wide range of activities occurred in all state plan areas. Grant awards representing all objectives were made to state, intermediate, and local education agencies. The school districts conducted career education programs reflecting geographic and ethnic variations. Career education experts generally rated the state plan implementation successful. The program evaluation was extended to assess career education needs of gifted and talented students. The most important needs of the gifted and talented were awareness of occupational options, knowledge of labor market trends, and decision-making skills. The ranked career education priorities of the gifted and talented and regular students were essentially different. (Appendixes include survey forms and data from the 1983 survey.) (YLB)

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AN EVALUATION OF THE ALASKA STATE PLAN FOR CAREER EDUCATION: 1978-1983

for

The Alaska Department of Education

Office of Career and Vocational Education

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ABSTRACT

A program evaluation was conducted to assess the implementation of the Alaska Department of Education's five year State Plan for Career Education (State Plan) which was operational from 1978 to 1983. The State Plan, was directed primarily at impacting student outcome behavior through objectives involving the following areas: A) curriculum change; B) career counseling; C) special groups; D) business and industry; E) home and family; and F) inservice education. The program evaluation focused on assessing the degree to which the State Plan objectives were completed through a review of Department of Education records, four on-site visits to grant funded career education programs, a survey of Alaskan career education experts and replication of a needs assessment originally conducted just prior to the drafting of the State Plan. The following are the results of the evaluation: 1) A narrative analysis of the State Plan objectives revealed that a wide range of activities extending from the Department of Education to school districts occurred in State Plan areas A - F; 2) Grant awards which impacted all State Plan objectives were made to state, intermediate and local education agencies; 3) The school districts at which on-site visitations were made conducted career education programs reflecting geographic and ethnic variations characteristic of Alaska; 4) Career education experts generally rated the State Plan implementation successful and noted strengths and weaknesses; 5) The Survey results showed that; i) Educators, Parents, Business and Grade 12 student groups rated career education achievement significantly higher in 1983 than in 1978 but Grade 6 and 9 students groups did not; ii) Career education priorities were essentially the same in 1983 as in 1978 for Educators, Parents, Grade 9 and Grade 6 student groups, but had changed significantly for Business and Grade 12 student groups; iii) Student's career education behavior improved significantly between 1978 and 1983 in 9 out of 10 learner outcome areas.

Part Two was an extension of the program evaluation to include assessment of the career education needs of gifted and talented students. Identical survey forms mailed to the same communities surveyed in Part One were used to determine: 1) the career education needs of gifted and talented students; 2) whether differences exist in the career education priorities of regular versus gifted and talented students, and; 3) what specific differences in career education outcome behavior exist between the two groups. The results were: 1) The most important career education needs of the gifted and talented are awareness of occupational options, knowledge of labor market trends and decision-making skills: 2) The ranked career education priorities of the gifted and talented and regular students are essentially different: 3) On approximately half of the 17 career education outcome behaviors assessed, the needs of the gifted and talented were of the same magnitude as for regular students. On the remainder of the student outcome behaviors, the career education needs of the gifted and talented were less critical than those of regular students.

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PART ONE

SECTION I

INTRODUCTION

The following is a report of an evaluation of the Alaska plan of service for career education. The evaluation was conducted by the South East Regional Resource Center for the Alaska Department of Education, Office of Career and Vocational Education on grant #V35321 between April and September, 1983. The purpose of the evaluation was to determine the extent to which the career education objectives stated in the state plan of service, entitled "Alaska State Plan for Career Education: 1978 - 1983" (hereafter referred to as the "State Plan") were accomplished. An additional purpose of the evaluation was to assess any change in attitudes towards career education of a broad range of Alaskans during the period of time in which the State Plan was operative.

The report consists of four sections: Introduction, Method, Results, and Conclusions. Appendices are also included which contain survey and questionnaire forms, tables of summary data, and other relevant information.

Background

The State Plan was prepared by the Alaska Department of Education, Office of Learner Assistance in September, 1978 and published in January, 1979. The State Plan, which was prepared as a result of a $56,000 federal planning grant, represents the culmination of numerous Career Education activities which had

been occurring statewide in Alaska for several years prior to its creation. The Plan was based on a school-based model and was developed by the State Coordinator of Career Education with the assistance of a Project Coordinator from the U.S. Office of Education, consultants from the Alaska Center for Staff Development (now The Northern Institute) and guidance from a Career Education Steering Committee composed of school district personnel, members of the Department of Education and other professionals from the educational community. Additionally, oversight responsibilities were exercised by the Alaska State Advisory Council on Vocational and Career Education. On October 17, 1978 the completed plan was submitted to the Alaska State Board of Education which officially accepted it on October 19, 1978.

The events which led to the development of the State Plan occurred at both the national and state level. On the national level much concern with the youth unemployment problem had led Congress to pass a series of landmark legislation designed to address the manpower and training needs of the United States. It was from this series of federal legislation that the field of career education developed, first associated with vocational education and later as an educational concept and practice in its own right.

The idea that career development should begin before the traditional age at which occupational training typically occurred was formalized into law with the passage of PL 90-576, the Vocational Education Amendments of 1968. While earlier legislation had dealt with vocational training for youth, PL 90-576 specific-

ally mandated career orientation and pre-vocational activities for youth in conjuction with learning experiences which were to occur on work sites.

When the Elementary and Secondary Education Act of 1965 was modified and refunded by PL 92-318 the Educational Amendments of 1965, the notion that the workplace should be better integrated with the classroom was emphasized. Also emphasized was the growing awareness of the crucial role that guidance plays in the career development process. PL 92-318 called for, inter alia, the infusion of occupational education into elementary and secondary school in the form of general orientation learning activities, counseling and guidance and job or postsecondary school training with the goal of producing high school graduates ready for work or additional training.

The first legislation which contained specific reference to career education was PL 93-380, the Educational Amendments of 1974. By this time the term "career education" had been coined by Dr. Sidney Marland in 1971, who at that time was the U.S. Commissioner of Education. Career education was associated with a strong emphasis on career guidance, the association of careers with lifestyles, self-development as part of the career development process, close ties between school and the community and family and curricular involvement from kindergarten to grade 12 and beyond. PL 93-380 established the Office of Career Education within the U.S. Office of Education and the National Advisory Committee on Career Education. Additionally, a national survey of the status of career education in the U.S. was commissioned

and State Education Agencies were allocated career education planning and development funds.

A direct financial commitment from the federal government to local education agencies to promote career education came with the passage of PL 95-207, the Career Education Incentive Act of 1978. This legislation allocated funds to states which had developed career education plans of service, the bulk of these funds being passed on from state education agencies to local education agencies. By 1983 a total of $400 million had been authorized under this legislation. PL 95-207 was the impetus for the development of the Alaska State Plan for Career Education and the source of career education funds spent by the Alaska Department of Education between 1978 and 1983.

Other federal legislation which impacted the development of career education, albeit less directly than the legislation reviewed above, was PL 95-524, the Comprehensive Employment and Training Act of 1973 (CETA) and its reauthorization in 1978. This legislation, which was a manpower and training effort designed to reduce unemployment, neither employed the term "career education" nor espoused any career education concepts or practices. However, many of the projects funded under Title IV, Youth Employment and Training Programs, were clearly career education oriented in that a central focus was on the improvement of employability. Title IV programs which included work experiences, career and vocational exploration activities, transitional services and career guidance components were clearly career education in their scope and nature.

Local events which underscored the need for career education and led to the development of the State Plan were the unique demographic, geographic and economic characteristics of Alaska. The size of Alaska, the remoteness of many communities and the sparse population create a situation which makes it unfeasible to model educational approaches only on those popular or successful in the lower 48 states.

As the Alaska Pipeline project clearly demonstrated, the Alaskan economy is subject to boom and bust cycles. This situation is compounded by the seasonal nature of much of the employment such as fishing, tourism and logging and a related problem, the seasonal migration in and out of the state of a large portion of the workforce.

As a result of this the youth unemployment problem in Alaska is acute. Unemployment rates for youth between the ages of 16 and 24 are typically one-third greater in Alaska than in the U.S. as a whole and for Native Alaskans, the youth unemployment rate is often twice as high as that of other ethnic groups. One logical place to begin remediation is in the schools.

This situation has resulted in a need for an educational approach which is flexible and occupationally oriented. The introduction of career education into Alaskan schools was a logical response to this need.

The State Plan

The actual development of the State Plan was preceded by a state-wide needs assessment designed to identify areas which should receive priority emphasis. The needs assessment involved

a sample of 6th, 9th and 12th grade students, parents, school counselors, teachers and school administrators and members of the business, labor and industrial community. The information generated by the needs assessment was used by the Career Education Steering Committee to set career education goal priorities. Following this, 6 areas in which the Department of Education would take action to meet the needs identified in the needs assessment were established. For each of the 6 areas at least 1 objective with an emphasis on student outcomes was written. The areas and and objectives are:

Area A: The Alaska Department of Education will provide for the infusion of career education into the educational delivery system of the State through curriculum change.

Objective A-1: To include career education student outcome objectives in curriculum materials, and instructional activities within the Department of Education.

Objective A-2: To identify or develop five program models, at least one of which will focus on gifted and talented students, decision-making, interpersonal skills, values clarification skills and developing a positive self-concept.

Objective A-3: Elementary and secondary schools will have access to models on a regional basis that demonstrate comprehensive career education.

Objective A-4: Elementary and secondary schools, community colleges, the Alaska Skills Center and higher education will receive technical and financial assistance in developing and/or adopting/adapting approaches to providing career development activities.

Area B: The Alaska Department of Education will support the career education process by providing career counseling, guidance, placement and follow-up services.

Objective B-1: Provide guidance services as a

part of the total concept of career education at all levels.

Area C: The Alaska Department of Education will provide for career education services which meet the needs of minorities, special students and women.

Objective C-1: Elementary and secondary schools, community colleges, the Alaska Skills Center and higher education will receive technical and/or financial assistance to design/adapt/adopt/implement career education programs to meet the identified needs of special students, women and minorities.

Area D: The Alaska Department of Education will provid for consistent, continuous and coordinated education services which involves business, education, government and labor for Alaskan learners. These services will develop an awareness of preferred lifestyles as well as an appreciation of the community role in career development.

Objective D-1: Elementary, secondary and community colleges will receive technical and financial assistance to help school personnel to properly utilize available community resources.

Objective D-2: Provide inservice training for representatives of agencies from business/industry/government/labor and the community.

Area E: The Alaska Department of Education will continue to encourage the involvement of home and family in career education.

Objective E-1: Enable students to learn more about the influence of the home and family as it relates to aspirations, values, attitudes, decision making and the work model.

Area F: The Department of Education will assess the status of career education and learner needs on both the local and state level and plan staff development accordingly.

Objective F-1: Assist elementary and secondary schools and community colleges to assess career education status and learner needs.

Objective F-2: Measure the extent to which elementary and secondary school objectives are being achieved and as a composite, achieve

state goals.

Objective F-3: To implement a program of staff development and technical assistance in conducting program and project evaluations at the the local level.

In addition to these areas and objectives, the State Plan also contains 10 Goal Statements which specify the cognitive and affective skills and knowledge which should be the outcomes of career education. These Goal Statements were intended to provide curricular direction to school districts conducting career education programs and to serve as guides during the planning and conducting of program evaluations. The 10 Goal Statements are:

1. Develop decision-making skills.
2. Develop career planning skills.
3. Develop a positive self-concept.
4. Appreciate the community role in career development.
5. Develop awareness of preferred lifestyles.
6. Locate and use sources of occupational information.
7. Acquire effective interpersonal skills.
8. Develop skills to cope with a changing work world.
9. Develop values clarification skills.
10. Understand the relation of curriculum to career planning.

Additional components of the State Plan include a management plan which includes goals, activities and timelines for accomplishing the objectives and an evaluation plan which specifies the method of assessing career education activities at the state and local level. Also,the State Plan contains a dissemination plan for insuring that all communications channels and methods at

the disposal of the Department of Education are employed to provide career education information to all interested and relevant parties. Appendices to the State Plan contain copies of the questionnaires and the data from the 1978 needs assessment, a career education implementation guide and the results of a career education related computer data bank search.

Two primary means of accomplishing the State Plan objectives using the Request for Proposals process were specified. First, the Regional Resource Centers were to be used as intermediate educational agencies responsible for such activities as research, training and materials development with these activities being funded by grants from the Department of Education. Secondly, school districts were awarded grants to implement career education programs. The Department of Education then insured that those agencies receiving grants conducted their programs within the parameters of the State Plan.

The State Plan Evaluation

The present program evaluation was designed to assess the career education activities which occurred in Alaska between 1978 and 1983 as a result of the State Plan. The major focus of the evaluation is on the attainment of State Plan objectives and changes in attitudes towards career education by particular groups of Alaskans. The program evaluation was addressed to the following evaluation questions:

1. What activities were undertaken by the Department of Education and other educational agencies in the course of meeting the State Plan objectives?

2. How did the career education grant awards made by the Department of Education serve the State Plan objectives?

3. What were the characteristics and accomplishments of typical career education grant programs?

4. What are the opinions of career education experts regarding the implementation of the State Plan?

5. What changes in the attitudes of Alaskans towards career education occurred between 1978 and 1983?

SECTION II

METHOD

For evaluating the State Plan a triangulation of measurement process was employed. In this process multiple measures were used to answer the five evaluation questions stated in Section I. Both qualitative and quantitative data were collected and the following five program evaluation measures were employed:

1. Narrative Analysis of State Plan Objectives. This measure was designed to answer Evaluation Question One regarding what activities occurred in fulfilling the objectives of the State Plan.

2. Grant Awards Review. This measure was designed to answer Evaluation Question Two regarding the effect of the career education grant awards on the State Plan objectives.

3. On-site Visitation of Selected Grantees. This measure was intended to answer Evaluation Question Three regarding the characteristics and results of career education grant programs.

4. Survey of Career Education Experts. This measure was designed to answer Evaluation Question Four regarding the opinion of career education experts and the State Plan areas.

5. School/Community Survey. This measure was designed to answer Evaluation Question Five regarding the change in attitudes towards career education of various groups of Alaskans.

In the following sections a complete description of each of the preceding measures is given. Included in each section is a delineation of the target group or sample employed and the method of data analysis used. Also, in the section describing the School/Community Survey, specific survey questions are posed and

methods of statistical analysis are described.

Narrative Analysis of State Plan Objectives

The narrative analysis of State Plan objectives was a qualitative assessment index which directly addressed Department of Education accomplishments in fulfilling the mandates of the State Plan objectives. The purpose of this measure was to provide a detailed description of the principal activities which occurred at the state, intermediate and local levels. Data for this index was collected by a review of such Department of Education records as files of grant awards, correspondence, previous annual and fiscal analyses of the State Plan and interviews with previous and current Office of Career and Vocational Education personnel who worked on the State Plan. The results of these interviews and reviews were then synthesized and sorted on the basis of the State Plan objective to which the data pertained. Following this, a narrative was written describing the activities which occurred in the process of meeting the requirements of each of the 11 State Plan objectives. A separate narrative was written for each objective.

Grant Awards Review

A review of the files of all career education grant awards made by the Department of Education between 1978 and 1983 was made. The purpose of this review was to determine which State Plan objectives were served by the career education grant programs. In this review, the specific objectives, activities or

other salient features of each grant was used to categorize it on the basis of which State Plan objectives were being served.

On-Site Visitations of Selected Grantees

On-site visitations to 4 school districts which had received Career Education grants were made. The purpose of these visitations was to document some of the efforts towards implementing the State Plan which were realized in the form of grants. The school districts were selected so as to give a regional balance to the sample. The school districts selected were Craig, Kodiak, Matanuska-Susitna and Fort Yukon. For each school district a narrative was written which outlined the objectives and salient features of the grant program and specified its relationship to the various State Plan objectives.

Survey of Career Education Experts

For the purpose of conducting interviews, 11 career education experts were selected by the program evaluator and Department of Education, Office of Career and Vocational Education personnel. The individuals selected worked as career education consultants or trainers, served on boards or committees concerned with career education or were employed as coordinators or directors of career education programs in educational agencies. Interviews were conducted with each expert during which ratings were obtained regarding the extent to which the requirements of the State Plan areas and objectives were completed (see page 66). Additionally, open-ended questions about the overall implementa-

tion of the State Plan were asked.

School/Community Survey

The survey conducted as part of the present evaluation was a replication of the needs assessment conducted in 1978 prior to the drafting of the State Plan. This initial needs assessment and the present replication constitute the School/Community Survey. The purpose of the School/Community Survey was to measure the degree of success achieved in the implementation of the State Plan by assessing the attitudes of various groups involved with and effected by career education. The procedure was to assess the attitudes of these various groups regarding the overall achievement of career education in Alaska, the relative importance of various student career education behaviors and the attainment of learner outcomes specified in the State Plan.

Data Collection

The 1978 needs assessment (hereafter referred to as the 1978 survey), which was conducted state-wide in Alaska, surveyed attitudes towards career education held by 6th, 9th and 12th grade students, Special Education administrators, school staffs and faculties (other administrators, teachers and counselors), parents and members of the business community. The survey forms (Appendix A) requested the respondents to react to a series of career education statements twice; first by rating how important they felt the statement was, and then by rating the degree to which they felt the statement had been accomplished. These two ratings yielded:

1. Measures of the degree to which career education student outcome behaviors were achieved (the ratings from the "Achievement" column).

2. Measures of the relative importance of each of the student outcome behaviors (the ratings from the "Importance" column).

3. Measures of career education "needs" determined by obtaining the difference between the "Achievement" and "Importance" ratings for each item.

The present survey was conducted in early 1983 using the same survey questionnaires as used in the 1978 survey. The following groups were administered the questionnaire:

1. Students (grades 6, 9, and 12).

2. Educators (administrators, including Special Education administrators, teachers and counselors).

3. Parents

4. Business and labor representatives

The survey was conducted in the Craig, Kodiak, Matanuska-Susitna and Yukon Flats schools and communities by the program evaluator concurrently with the on-site visits in the same communities.

Research Design

A pretest-posttest research design was used to measure the change in attitudes towards career education. The 1978 survey data (listed as an appendix in the State Plan) constituted the pretest while the 1983 survey data constituted the posttest. The following three survey questions guided the analysis of the survey data:

> Survey Question One: Was there a change in "Achievement" ratings between the 1978 and 1983 surveys?

This question asks if there was an overall improvement or

increase in career education in general in the opinion of the survey respondents. To the extent that mean "Achievement" ratings were higher in 1983 than in 1978, the inference could be made that the State Plan had a positive effect on the career education domain in Alaska.

Survey Question Two: Was there a change in career education priorities between 1978 and 1983?

This evaluation question attempts to determine if the priorities for career education which were established by the 1978 survey had changed by 1983. The direction taken and the emphasis given in the State Plan to certain facets of career education in Alaska were established as a result of the 1978 survey. An important question at the conclusion of the five year plan is whether any change in the career education priorities of the respondents has occurred. The method of determining this was to compare the rank-ordered "Achievement" ratings obtained in 1978 with those obtained in 1983. To the extent that the rank-ordered ratings for the two years are different, a change in priorities has occurred.

Survey Question Three: What changes in the learner outcome behaviors specified in the State Plan occurred between 1978 and 1983?

The learner outcomes specified under each objective of the State Plan (listed by objective on pages 20 to 45) were included to facilitate the assessment of implementation efforts. To the extent that particular learner outcomes were achieved, the requirements of the corresponding objective were met.

Survey Question Three is directed to assessing the degree to

which State Plan objectives were achieved by measuring the attainment of learner outcomes. Since the learner outcomes were taken from the domain of career education behavior specified by the 10 State Plan Goal Statements (listed on page 8), the procedure for answering Survey Question Three was to assess the achievement of the 10 State Plan Goal Statements. To the degree that the student career education behaviors specified in the 10 State Plan Goal Statements were observed, the learner outcomes and therefore the corresponding State Plan objectives were achieved.

Statistical Analysis

To determine the magnitude of pretest-posttest comparisons a $p \leq .10$ level of significance was adopted for all statistical tests. The statistical comparisons employed were z-tests for Survey Questions One and Three and Spearman Rho rank order correlation coefficients for Survey Question Two.

Survey Question One The procedure for answering Survey Question One was to test the null hypothesis of no difference in the "Achievement" ratings between the 1978 and 1983 surveys for all six survey groups using z-tests. Since the pretest-posttest differences were expected to be positive one-tailed tests of significance with alpha levels set at $p \leq .10$ were used.

The data for these comparisons was the total mean "Achievement" score for each of the six groups in the 1978 and 1983 surveys. Separate z-tests for the difference between the 1978 and 1983 means were conducted for each group.

Survey Question Two The procedure for answering Survey

Question Two was to obtain a mean of the "Importance" ratings for each item on the survey forms of each of the six groups. These "Importance" means were computed for both the 1978 and 1983 surveys. Following this, the mean ratings were rank-ordered and the null hypothesis of no correlation between the 1978 and 1983 surveys was tested.

For each of the six groups, a Spearman Rho correlation coefficient was computed for the 1978 and 1983 rank-ordered "Achievement" means. Two-tailed tests of significance with alpha levels set at $p \leq .10$ were conducted.

Survey Question Three The procedure for answering Survey Question Three was to determine if there were any significant increases in the student behaviors specified in the 10 State Plan Goal Statements. The survey data was appropriate for this since the survey items, like the learner outcomes, were taken from the domain of career education behavior defined by the 10 State Plan Goal Statements. In some instances, the survey items are merely restatements of the Goal Statements.

The comparison consisted of selecting one survey item to represent each State Plan Goal Statement. Following this, the average "Achievement" ratings for each of these items were tested for differences between the 1978 and 1983 surveys. Since identical survey items only appeared on the survey forms of the Educators, Parents and Business groups, only these groups were included in the comparison. The following chart lists a condensed version of each State Plan Goal Statement and the corresponding survey item from the Educators, Parents and Business groups

chosen to represent it:

State Plan Goal Statement	Representative Survey Item
1. Develop decision-making skils.	Develop effective decision making skills.
2. Develop career planning skills.	Develop a flexible career plan with options and alternatives.
3. Develop a positive self-concept.	Develop positive attitudes towards self, school and work.
4. Appreciate the community role in career development.	Test their interests and aptitudes through paid or unpaid, actual or simulated work experience.
5. Develop an awareness of preferred lifestyles.	Consider how their career choice may affect their lifestyle.
6. Locate and use sources of occupational information.	Become aware of the many occupational options open to them.
7. Acquire effective interpersonal skills.	Become aware of the expectations that employers and higher educational institutions will have of them.
8. Develop skills to cope with a changing world of work.	Learn how to get, hold and advance on a job in the industrial or business world.
9. Devleop values clarification skills.	Develop an appreciation for the personal, social and economic significance of work.
10. Understand the relationship of curriculum to career planning.	Relate what they learn to occupations.

The data for the comparisons consisted of a mean score for each State Plan Goal Statement obtained by combining the average "Achievement" ratings for each representative survey item taken from the Educators, Parents and Business survey forms. This was

done for both the 1978 and 1983 surveys. Thus each State Plan Goal Statement was represented by one 1978 and one 1983 mean score. For example, State Plan Goal Statement #2, "Develop career planning skills," is represented by the survey item "Develop a flexible career plan with options and alternatives" which appears on the Educators, Parents and Business groups survey forms. The average ratings in the "Achievement" column for this item on the Educators, Parents and Business groups survey forms were combined to form a grand mean which then represented State Plan Goal Statement #2. This procedure was followed for both the 1978 and 1983 surveys to yield the two means scores used in the statistical comparison for each State Plan Goal Statement.

The null hypthesis of no change in mean scores between 1978 and 1983 were subjected to z-tests. Since increases in mean scores were expected, one-tailed tests of significance were conducted with alpha levels set at $p \leq .10$.

SECTION III

RESULTS

The following section contains the results of the program evaluation. The section is divided into 5 subsections: Narrative Analysis of State Plan Objectives; Grant Awards Review; On-Site Visitation of Selected Grantees; Survey of Career Education Experts; and Survey of Schools/Communities. Each subsection contains a brief overview followed by the data.

Narrative Analysis of State Plan Objectives

The narrative analysis of State Plan objectives was a qualitative program evaluation technique designed to reveal the efforts made by the Alaska Department of Education, Division of Career and Vocational Education to fulfill the requirements of the State Plan. The data was gathered from a review of Department of Education records, interviews with current and former Office of Career and Vocational Education personnel and interviews with other people concerned with career education. The analysis consists of a narrative which outlines the actions, direct or indirect, undertaken by the Office of Career and Vocational Education, in conjunction with various intermediate and local agencies, to complete the State Plan objectives.

The following chart presents the State Plan areas and objectives including the learner outcomes specified for each objective. Adjacent to each objective is a narrative which outlines the major activities which occurred for that objective.

Narrative Analysis of State Plan Objectives

State Plan Area A: The Alaska Department of Education will provide for the infusion of career education into the educational delivery system of the state through curriculum change.

State Plan Objectives	Narrative Analysis
A-1 To include career education student outcome objectives in curriculum materials and instructional activities within the Department of Education. Learner Outcomes Enable students to become aware of: interests, abilities and attitudes roles in relation to home, school, community and work scope and nature of work and occupations importance of job seeking and job keeping skills	Objective A-1 calls for an infusion of career education objectives into curriculum and instructional materials produced by the Department of Education. Activities related to this objective consisted of conducting workshops, reviewing and revising state documents and modifying Request for Proposals criteria. The process of infusing the State Plan objectives into Department of Education documents occurred before and after the development of the State Plan. Prior to the development of the State Plan, a number of workshops and training sessions were provided to selected Department of Education personnel. These training sessions were conducted by the State Coordinator of Career Education or by subcontracted agencies such as the Bristol Bay Regional Resource Center, The Alaska Center for Staff Development (now The Northern Institute), both of Anchorage, or the Northwest Connection of Seattle, Washington. One important purpose of these training sessions was to emphasize the importance of career education student outcome behavior to those personnel who were in a position to include them in Department of Education documents. In this regard, three documents later developed in the Promising Practices series, "Criteria for Excellence" in the areas of Home Economics, Gifted and Talented and Guidance and Counseling include career education as an indicator of an exemplary educational program. A procedure of training other state personnel to assist in

Narrative Analysis of State Plan Objectives

State Plan Area A: The Alaska Department of Education will provide for the infusion of career education into the educational delivery system of the state through curriculum change.

State Plan Objectives	Narrative
Objective A-1 (continued)	the infusion of career education objectives into Department of Education documents was followed subsequent to the drafting of the State Plan. Additionally, the State Coordinator of Career Education reviewed career education objectives in existing Department of Education publications such as section/division plans and Alaska State Board of Education policy statements, the State Plan for Vocational Education being one example. Where appropriate, recommendations for including career education objectives in program and policy statements were made. While the wording of State Plan objective A-1 calls for objectives written in student outcome formats, this proved unfeasible in most cases since much of what the Department of Education does is several levels removed from student behavior. A publication entitled "Criteria for Excellence: Career Education", for example, specifies the characteristics which identify a career education program as exemplary. Such criteria could not, however, be written in student outcome format since most items deal with program, not student characteristics. Although the State Plan was never revised to reflect this fact, the importance of specifying student career education outcome behavior was often stressed in workshops and technical assistance sessions given for Department of Education division and section personnel and in some of the curriculum materials developed by the Department of Education Centralized Correspondence Study.

Narrative Analysis of State Plan Objectives

State Plan Area A: The Alaska Department of Education will provide for the infusion of career education into the educational delivery system of the state through curriculum change.

State Plan Objectives	Narrative Analysis
Objective A-1 (continued)	One primary influence on the promotion of learner outcomes in the development of career education programs was obained as a direct result of the State Plan. This was the inclusion of the following 10 State Plan Goal Statements in the five year plan: 1. Develop decision-making skills. 2. Develop career planning skills. 3. Develop a positive self-concept. 4. Apppreciate the community role in career development. 5. Develop awareness of preferred lifestyles. 6. Locate and use occupational information. 7. Acquire effective interpersonal skills. 8. Develop skills to cope with a changing work world. 9. Develop values clarification skills. 10. Understand the relation of curriculum to career planning. These goal statements were required in many of the Request for Proposals issued by the Office of Career and Vocational Education. The net effect of this requirement was the establishment of many grant funded career education programs in Alaska which had the development of student outcome behavior as a central goal.
A-2 Up to 5 program models of which:	State Plan Objective A-2 calls for the development of five program models one of which deals with gifted and talen-

Narrative Analysis of State Plan Objectives

State Plan Area A: The Alaska Department of Education will provide for the infusion of career education into the educational delivery system of the state through curriculum change.

State Plan Objectives	Narrative Analysis
Objective A-2 (continued) at least 1 will focus on gifted and talented at least 1 will focus on decision-making skills at least 1 will focus on interpersonal skills at least 1 will focus on values clarification skills at least 1 will focus on developing a positive self-concept These program models will be identified and/or developed and be made available to elementary and secondary schools for adoption/adaption to meet the career needs of all students Learner Outcomes Awareness	ted students and four which deal with the personal and social development of learners. As in objective A-1, learner outcomes are included. The learner outcomes in objective A-2 are the 4 stages of career development, namely, awareness, exploration, preparation and specialization. The activities which satisfied the requirements of this objective involved adapting and adopting model career education programs in Alaska, provision of technical assistance and training, the dissemination of materials and information and the establishment of model criteria. The five program models called for in the State Plan were components of models which were adapted or adoped from program models obtained from various sources inside and outside Alaska. Outside of Alaska, the National Center for Career Education in Helena, Montana, for example, provided numerous curricula which were used as the basis for several career education plans in Alaska. These curricula, which the National Center for Career Education obtained from throughout the United States, were based on several models, notably ones which focused on decision-making and interpersonal skills and to a lesser degree, developing a positive self-concept. The most popular career education models in Alaska were the School Based, which was the principle basis for the State Plan and the Experience Based model. Within Alaska, several school districts had established ca-

State Plan Area A: The Alaska Department of Education will provide for the infusion of career education into the educational delivery system of the state through curriculum change.

State Plan Objectives	Narrative Analysis
Objective A-2 (continued) Exploration Preparation Specialization	reer education programs which were operational at or before the time the State Plan became operational. These programs served as models for other schools who were in the program development stage. The Fairbanks North Star Borough School district, Anchorage School District, Kodiak Island Borough School District and the Cordova City School District were among the early developers of Alaskan career education programs which eventually became, in effect, demonstration models. The career education needs of gifted and talented students were addressed in a number of different ways. The first was in a paper which addressed the issue of career education as a way of serving gifted and talented students. This paper was prepared by the State Coordinator of Career Education who also prepared a circular which addressed different ideas for meeting the career education needs of gifted and talented students. These papers were distributed state-wide by the Department of Education program manager whose specific duties included gifted and talented programs. Additionally, one regional grant project conducted by the Western Regional Resource Center addressed the needs of gifted and talented students in the development of instructional units and modules while in another, career education materials for the gifted and talented were collected by the PACE project coordinator and delivered to a requesting school district. Other grant programs dealt with the needs of the gifted and talented in the course of providing for regular stu-

Narrative Analysis of State Plan Objectives

State Plan Area A: The Alaska Department of Education will provide for the infusion of career education into the educational delivery system of the state through curriculum change.

State Plan Objectives	Narrative Analysis
Objective A-2 (continued)	dents by offering teachers of the gifted and talented the opportunity to participate in workshops for regular teachers. In these workshops, such as one conducted for the Kenai Peninsula Borough Schools by The Northern Institute, the teachers of the gifted and talented were then allowed to engage in workshop activities using materials for gifted and talented students instead of for regular students. Technical assistance to schools to develop career education programs was accomplished in a number of different ways. Initially, the State Coordinator of Career Education brokered services to school districts through the Northwest Connection. Subsequently, the Preparing Alaskans for Career Education grant program (PACE) established an on-going mechanism for providing program development, training and consultation services. The PACE grant funded a position, for a career education expert within the regional resource centers whose full-time responsibility was development and training. Also, several educational consultants were added to the Department of Education's Talent Bank, which is a listing of experts available free of charge to requesting school districts. In addition to these sources of consultive expertise, the State Coordinator of Career Education also provided direct technical assistance to school districts and other educational agencies. Because the State Plan established ten career education goal

Narrative Analysis of State Plan Objectives

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State Plan Objectives	Narrative Analysis
Objective A-3 (continued)	statements, the areas of decision-making skills, interpersonal skills, values clarification and development of a positive self-concept were stressed in many if not most of the technical assistance and training sessions given to school districts through the previously mentioned agencies. Criteria for model programs were made available to elementary and secondary schools through the development of the Alaska Department of Education Criteria for Excellence which was developed by a Promising Practices Task Force. The dissemination procedure for information and materials was operated on several levels. Throughout the tenure of the State Plan the State Coordinator of Career Education routinely disseminated all pertinent career education information which was received by the Department of Education to district directors, project managers or coordinators of career education. In some instances the State Coordinator would obtain specific information or materials requested by school district personnel. The second level of information and materials distribution was operated through the PACE program. In this case school districts could request specific materials from the PACE program which had available the PACE library and could gain access to various sources such as clearinghouses, computer data banks and interlibrary loan systems.

Narrative Analysis of State Plan Objectives

State Plan Area A: The Alaska Department of Education will provide for the infusion of career education into the educational delivery system of the state through curriculum change.

State Plan Objectives	Narrative Analysis
A-3 Elementary and secondary schools will have access to models on a regional basis that demonstrate comprehensive career education programs. Learner Outcomes Students will become increasingly aware of their self-understanding, decision-making capabilities and knowledge of educational and career opportunities. Students will develop understanding of the measurements of their abilities, achievements, interests and aptitudes to be used as a basis for lifetime planning.	Objective A-3 calls for the development of regional models which were to be available as demonstration sites or models for school districts. The activities related to satisfying the requirements of this objective were funding an evaluating demonstration model sites, arranging for visitations to these sites and identifying alternative models. As mentioned in Objective A-2 above, several school districts in Alaska developed career education programs which became, in effect, demonstration models. Those demonstration models which began before the advent of the State Plan were often funded originally with vocational education funds while those which began after the State Plan was developed were eligible for career education monies. The Cordova career education program, however, was federally funded. Career education programs in Alaska were assessed on an individual rather than a regional basis. Two schools, for example, were assessed by assessment teams early in the implementation phase of the State Plan and later by means of Department of Education audits. The school districts were Cordova and Kodiak. The Kodiak career education program represented a model developed in an urban area and was funded through state grants while the Cordova program represented a rural small school model and, as mentioned above, was funded by a federal grant. Both Schools reached demonstration model status and the Office of

Narrative Analysis of State Plan Objectives

State Plan Area A: The Alaska Department of Education will provide for the infusion of career education into the educational delivery system of the state through curriculum change.

State Plan Objectives	Narrative Analysis
Objective A-3 (continued)	Career and Vocational Education maintained a project visitation schedule. Other schools in Alaska were funded for career education programs (e.g. Matanuska-Susitna, Anchorage, etc.) and developed exemplary programs. These career education programs then served as models for other school districts who were informed of their existence through informal Department of Education channels. For example, the Department of Education State Coordinator of Career Education routinely informed school districts of all career education grant awards made in Alaska including such information as which school district received grants, the objectives and activities of the grant, and contact person for the project. Access to a variety of career education models was also facilitated by the activities of project PACE. The career education library contained many program models and curriculum guides. Additionally, the career education coordinators and consultants who worked on PACE had access to and often used out-of-state sources for model program information such as the North-West Connection, the Ohio Center for Vocational Education, the National Clearing House for Career Education and the Cashmere, Washington Career Education Program.

Narrative Analysis of State Plan Objectives

State Plan Area A: The Alaska Department of Education will provide for the infusion of career education into the educational delivery system of the state through curriculum change.

State Plan Objectives	Narrative Analysis
A-4 Elementary and secondary schools, community colleges, the Alaska Skills Center and higher education will receive technical and financial assistance in developing and/or adopting approaches to providing career development. Learner Outcomes Curriculum materials will be developed for use in schools to infuse activities that will provide career development for experiences for students in the areas of: self, individual and environment, education and training, world of work, decision-making, value clarification, work adjustment and gifted and talented. Preservice and inservice activities for professional growth and development.	Objective A-4 calls for the provision of technical and financial assistance for Alaska public education agencies wishing to develop career education activities. The assistance provided was in the form of communications networks, conferences and grants to requesting school districts. The communications networks utilized were formal and informal. They consisted of such normal Department of Education channels as articles in the Education News, a regular newspaper published by the Department of Education, letters to school personnel from the Department of Education State Coordinator of Career Education and articles published in Method Magazine, a professional journal for Alaska educators. Workshops and presentations to educators at conferences such as the annual Small Schools Conference, the Alaska State Vocational Association and the Alaska State Guidance Association were also part of the network. On-site visitations to school districts by the State Coordinator of Career Education also provided opportunities for informal communications. Additionally, the newsletters of the regional resource centers were used to disseminate career education information, especially during the tenure of the PACE program. Grants were made to more than 15 school districts during the period of time in which the Alaska State Plan was in existence. The awarding of grants was through a competitive RFP process and the objectives of the grant proposals which were funded and their relationship to the State Plan objectives is reviewed

Narrative Analysis of State Plan Objectives

State Plan Area A: The Alaska Department of Education will provide for the infusion of career education into the educational delivery system of the state through curriculum change.

State Plan Objectives	Narrative Analysis
Objective A-4 (continued)	elsewhere in this report (see Section III, Grant Awards Review). Demonstrations of career education materials were conducted primarily through the mechanisms of PACE library loan materials,workshops and technical assistance. Also, on-site visitations by consultants from the Alaska Talent Bank, the National Center for Career Education, the Northwest Connection, and the Cashmere School District were provided.

Narrative Analysis of State Plan Objectives

State Plan Area B: The Alaska Department of Education will support the career education process by providing career counseling, guidance, placement and followup services.

State Plan Objectives	Narrative Analysis
B-1 Provide guidance services as a part of the total concept of career education at all levels. Learner Outcomes Enable students to gain an awareness of their interests, abilities and achievements in relation to career opportunities with emphasis on the development of decision making skills. As a result of the career counseling, guidance and placement program, students will be able to: relate their personal attributes to their career goal understand themselves and others make educational and occupational choices.	Objective B-1 calls for the provision of guidance services at all levels. Activities related to this objective include workshop training for counselors, reviews of existing guidance programs, the development of a model career education center, the establishment of a student placement system, and technical assistance in developing career guidance programs. The provision of workshop training specifically for guidance counselors was provided on at least 2 occasions, both of which were at meetings of the Alaska School Counselors Association. At the first meeting of the Counselors Association the training was provided by the State Coordinator of Career Education while at the second the training was provided by consultants from The Northern Institute. This training involved a general and specific introduction to the role of the guidance counselor in career education and stressed the importance of the counselor's involvement at the awareness, exploration, preparation and specialization stages of career development. Additional training was provided for guidance counselors by involving them in on-site workshops conducted for classroom teachers and through individual consultations provided by project PACE and Northwest Connection consultants and the State Coordinator of Career Education. Reviews of existing guidance programs were conducted by several agencies. During the initial stages of the State Plan, the State Coordinator of Career Education reviewed the guidance and

State Plan Area B: The Alaska Department of Education will support the career education process by providing career counseling, guidance, placement and followup services.

State Plan Objectives	Narrative Analysis
Objective B-1 (continued)	placement systems in Alaskan postsecondary institutions. Later, reviews of guidance programs in elementary and secondary schools were conducted on request by consultants from project PACE and the Northwest Connection. Another form of review occurred during routine Department of Education audits in which the State Coordinator of Career Education was a team member. In these instances, if the audited school district had an ongoing career education program, it was audited by the State Coordinator of Career Education. The model career education center called for in Objective B-1 was established in the Regional Resource Centers as a result of project PACE. In addition to the career education staff and library materials, the Regional Resource Centers had available counselors and school psychologists capable of performing a wide range of testing, counseling and placement services. Additionally, the Regional Resource Centers maintained liason with many agencies whose services were concerned with some aspects of the counseling process. Examples are colleges and universities, Job Service and the Youth Employment Service and various state agencies such as the Department of Labor and the Department of Education. School Districts could request consultants from the Regional Resource Centers who would assist the districts in incorporating career education counseling concepts and practices into their counseling departments. The placement and follow-up process was facilitated primarily by liason between the Department of Education's State Coordinator of Career Education and the Alaska Postsecondary Commission, the

Narrative Analysis of State Plan Objectives

State Plan Area B: The Alaska Department of Education will support the career education process by providing career counseling, guidance, placement and followup services.

State Plan Objectives	Narrative Analysis
Objective B-1 (continued)	Alaska Career Information System and the Youth Employment Service. The Alaska Postsecondary Commission identified career information such as the availability, requirements for entry and other descriptive data on postsecondary training institutions to which Alaskan students could apply. This information was made available in the form of a directory entitled "Directory of Postsecondary Educational Institutions in Alaska." This directory was distributed throughout Alaska. Placement and follow-up services were further enhanced by the development of the Alaska Career Information System (AK-CIS). The AK-CIS received some of its initial funding from career education monies. The AK-CIS is a guidance tool created specifically for Alaskans which assists students in locating career information, especially that pertaining to occupations and the postsecondary training necessary to enter particular occupations. The occupational and labor market information in the AK-CIS is continually updated, providing a link between students and counselors using the system for placement purposes and the Alaska Department of Labor which collects most of the follow-up labor market information. The most specific placement service for youth was provided by the Youth Employment Service. In this program, funded by the Department of Education and operated in Job Service offices, youth employment counselors who worked specifically with young adults ages 16 to 25, were employed. In some cases these YES counselors were outstationed in secondary schools part of the time and in

State Plan Area B: The Alaska Department of Education will support the career education process by providing career counseling, guidance, placement and followup services.

State Plan Objectives	Narrative Analysis
Objective B-1 (continued)	other cases conducted regular job finding and labor market information workshops for graduating students. On one grant program a YES counselor conducted employment workshops in rural, isolated schools in the Aleutian Islands while on another, career counseling was conducted via an audioconference. Technical assistance to develop career guidance programs was achieved through several mechanisms. First, in many of the programs and models of career education which were made available to the school districts and postsecondary institutions, guidance activities constituted an integral component of the total system. For example, the Cashmere, Washington model of career education which was demonstrated in several Alaska School Districts contains many guidance activities to be conducted by classroom teachers at all grade levels. Secondly, on-site visitations to schools during which consultation was given to counseling staffs was provided by the State Coordinator of Career Education and the various consultants and experts on the PACE project. Technical assistance and materials related to guidance were also given to regular classroom teachers. The curriculum materials available from the National Center for Career Education contains one mini-library consisting of K-12 guidance materials. These materials were demonstrated at one state-wide workshop conducted by a senior staff member of the NCCE. Additionally, these guidance materials were displayed during career education workshops conducted in rural Alaska villages on the PACE program and were subsequently purchased by several school districts.

Narrative Analysis of State Plan Objectives

State Plan Area C: The Alaska Department of Education will provide for career education services which meet the needs of minorities, special students and women.

State Plan Objectives	Narrative Analysis
C-1 Elementary and secondary schools, community colleges, Alaska Skill Center and higher eudcation will receive technical and/or financial assistance to design/adopt/adapt/ implement career education programs to meet the identified needs of special students, women and minorities.	The purpose of Objective C-1 was to insure that special students such as the handicapped, disadvantaged, women and minority students were availed of career education services. This was to be accomplished by the coordination of efforts called for in this objective with those of objectives A and B and other activities. Activities to meet this objective were concerned with training of administrative staff members, technical and financial assistance, determination of priority areas for RFPs, distribution of training materials and publishing a special edition journal.
Learner Outcomes Students, teachers and trainers, as well as business and industry people will be able to identify the complex choices, abilities, and tasks that are needed to prepare all kinds of people for living and working in society. Portions of areas A,B and C will be coordinated so as to involve, include, integrate and insure program implementation.	Training for administrative staff members in the skills, attitudes and knowledge which would enable them to plan and implement career education for special need learners was conducted primarily through the PACE program. While the training sessions were not exclusively devoted to administrators and special needs learners, administrators were included in teacher workshops and the needs of women and minority groups were addressed. In the workshop conducted by The Northern Institute for counselors at the Alaska School Counselors Association, specific methods for working with the disadvantaged were covered. Additionally, the State Coordinator of Career Education spoke to the Directors of Special Education during one of their annual meetings. The talk dealt primarily with career education and the handicapped and covered the "Occupational Versatility Program", an industrial arts approach to work which emphasizes life as opposed to occupational skills and has been used successfully with learning disabled youth in the Anchorage and Fairbanks Career Centers.

State Plan Area C: The Alaska Department of Education will provide for career education services which meet the needs of minorities, special students and women.

State Plan Objectives	Narrative Analysis
Objective C-1 (continued)	Often the technical and financial assistance given under objectives A-1 through A-4 and B-1 also applied to objective C-1. For example, with regard to financial assistance, a grantee who conducted a career education program using the 10 State Plan Goal Statements was also committed to serving females and minorities. This is because goal statement #7, "Acquire Effective Interpersonal Skills", requires, among other things that students "learn effective skills for interacting with the opposite sex and minority group members." With regard to technical assistance, the PACE workshops, for example, contained specific references to career education and females and minority groups and the PACE library contained many books, articles and curricula which dealt with them. Additionally, one of the earliest career education grants was for the purpose of promoting sex equity and most of the career education programs adapted or adopted in rural areas were done so for student populations consisting primarily of Native Alaskans. The Yukon Flats career education program, for example, (see Section III, Yukon Flats School District) is integrating career guidance activities with the Athabascan Heritage Curriculum Project of the Central Alaskan Curriculum Consortium. Another activity designed to promote the career education welfare of women and minorities was a periodic review of RFP priorities by the State Coordinator of Career Education. This review insured that women and minorities were regularly included as groups which RFP respondents were required to address in their grant proposals in order

Narrative Analysis of State Plan Objectives

State Plan Area C: The Alaska Department of Education will provide for career education services which meet the needs of minorities, special students and women.

State Plan Objectives	Narrative Analysis
Objective C-1 (continued)	to be considered for funding. Career education programs developed as a result of this procedure were usually improved versions of existing programs which, in their original form, had not appropriately addressed the needs of the special group in question. Information regarding grants which focused on or included women or minorities was routinely communicated to all interested schools by the State Coordinator of Career Education. An additional activity performed in the interest of serving women and minorities was the dissemination of National Training Packages from the Ohio State University. These training packages, acquired by the State Coordinator of Career Education, included information on promoting sex equity in career education and were disseminated to the Women's Resource Center, the Human Resource Center and other agencies through the Department of Education Sex Equity Coordinator. Two final activities related to special groups were in the planning stage at the completion of the program evaluation. These activities were a state-wide conference and publication of a special edition of a professional journal for educators. The planned conference was a joint meeting of the Alaska School Counselors Association and the Alaska State Vocational Association. At this conference two nationally recognized speakers were scheduled to present papers titled:

Narrative Analysis of State Plan Objectives

State Plan Area C: The Alaska Department of Education will provide for career education services which meet the needs of minorities, special students and women.

State Plan Objectives	Narrative Analysis
Objective C-1 (continued)	1. The Handicapped and Utilization of Community Resources for Career Education. 2. Vocational Testing: A Counseling Tool. 3. Planning Career Education for Your District. The journal to be published is "Method Magazine", a professional publication for Alaskan educators. The Office of Career and Vocational Education had entered into a contract with the agency which prints this journal and the date of issue was set for January 1984. The call for papers includes: 1. Career Education and Vocational Education. 2. The History and Future of Career Education. 3. Career Education for the Gifted and Talented. 4. Career Education for the Disadvantaged. 5. Career Education for the Handicapped. 6. Career Education for men and women in nontraditional roles. 7. Career Education for Minority Students. 8. Career Education for the Limited English Speaking. 9. Equal Access to Career Education Programs. 10. International Vocational Economics. 11. Alaska Career Education in Retrospect.

Narrative Analysis of State Plan Objectives

State Plan Area D: The Alaska Department of Education will provide for consistent, continuous and coordinated education services which involves business, government and labor for Alaskan learners. These services will develop an awareness of preferred lifestyles as well as an appreciation of the community role in career development.

State Plan Objectives	Narrative Analysis
D-1 Elementary, secondary and community colleges will receive technical and financial assistance to help school personnel to properly utilize community resources.	The purpose of Objective D-1 was to provide technical and financial assistance to schools in order to promote the utilization of community resources. This technical and financial assistance was promoted through such Department of Education activities as dissemination of materials, liason with other State agencies and community organizations, cooperative planning of resources and services, coordination of occupational information, and the development of communications networks.
Learner Outcomes As a result of these activities students and the community will have a broader knowledge of each other in order that students will develop sound attitudes towards self, education, employment and society.	As mentioned under previous objectives, the State Coordinator of Career Education functioned in an information coordination role. In this role information from a variety of sources such as that from other State Departments of Education, the National Center for Career Education, the Interinstitutional Consortium for Career Education, various information clearinghouses and universities involved in career education, was distributed to school districts and other interested educational agencies. This information related to all aspects of career education including the utilization of available community resources. The State Coordinator of Career Education was also involved in a variety of liaison activities including carrying on an extensive correspondence with school districts, other government departments and public and private agencies. Liaison with community organizations was also conducted. Examples of community agencies

Narrative Analysis of State Plan Objectives

State Plan Area D: The Alaska Department of Education will provide for consistent, continuous and coordinated education services which involves business, government and labor for Alaskan learners. These services will develop an awareness of preferred lifestyles as well as an appreciation of the community role in career development.

State Plan Objectives	Narrative Analysis
Objective D-1 (continued)	with whom the State Coordinator of Career Education worked were the Lions' Club, Rotary, Chambers of Commerce, American Legion, various Parent Teacher Associations, 4-H, the Boy Scouts and the National Alliance of Business. Involvement with these organizations included liaison, the developing of awareness of career education goals through talks and speeches, encouraging the promotion of career education goals by encouraging these organizations to include articles about career education in their professional, trade and fraternal publications, and the development of local communications networks. The coordination of manpower needs and education was accomplished indirectly through the use of the AK-CIS, recommendations to school libraries that they subscribe to such Alaska Department of Labor publications as "Alaska Economic Trends" and workshops on labor market information for educators, citizens and members of the business and labor community conducted by the Alaska Occupational Information Coordinating Committee and the Alaska Department of Labor, Research and Analysis Section. Community involvement in career education was also promoted by the Community Schools Program which operates in most Alaskan schools. This program effectively serves as a career education link between the community and schools by offering many career activities in local schools and encouraging lifelong learning.

Narrative Analysis of State Plan Objectives

State Plan Area D: The Alaska Department of Education will provide for consistent, continuous and coordinated education services which involves business, government and labor for Alaskan learners. These services will develop an awareness of preferred lifestyles as well as an appreciation of the community role in career development.

State Plan Objectives	Narrative Analysis
Objective D-1 (continued)	Community involvement in school district career education programs was also encouraged by the development of the Promising Practices handbook entitled "Criteria for Excellence: Career Education." This guide for evaluating the status of career education contains one section dealing exclusively with community involvement.
D-2 Provide inservice training for representatives of agencies from business/industry/government/ labor and the community.	The purpose of objective D-2 was to insure that all agencies and parties integral to the development of a total career education program were informed of the goals and means of applying career education in Alaska. This goal was accomplished through several activities including workshops given by The Northern Institute and the Regional Resource Centers. Additionally, the Department of Education conducted a program entitled "The Alaska Network." Inservice training to promote knowledge of career information was given for members of the business, industry, labor, government and private citizen communities through The Alaska Network. This program funded the development of an Alaskan resource handbook which was distributed to the public and contained information on educational opportunities, financial aid, career and vocational training available to Alaskans, government and community agencies concerned with education, recreational groups with educational

Narrative Analysis of State Plan Objectives

State Plan Area D: The Alaska Department of Education will provide for consistent, continuous and coordinated education services which involves business, government and labor for Alaskan learners. These services will develop an awareness of preferred lifestyles as well as an appreciation of the community role in career development.

State Plan Objectives	Narrative Analysis
Objective D-2 (continued)	functions and listings of employers who provide education to employees or the community. Once the directory was completed workshops throughout Alaska were conducted for members of the public and private sectors on the use of this directory. Other workshops which included the business, labor, government and private sectors were the annual labor market information workshops conducted by the Alaska Occupational Information Coordinating Committee and the Alaska Department of Labor, Research and Analysis. Business and labor groups were also included in some of the PACE program workshops and other workshops conducted by The Northern Institute.

Narrative Analysis of State Plan Objectives

State Plan Area E: The Alaska Department of Education will continue to encourage the involvement of home and family in career education.

State Plan Objectives	Narrative Analysis
E-1 Enable students to learn more about the influence of the home and family as it relates to the following: aspiration values attitudes decision-making work model Learner Outcomes Students will understand the relationships between leisure roles and lifestyles. Students and family will identify factors that influence family roles and the relationships between family roles and lifestyles.	The purpose of Objective E-1 was to insure that in the development of a total career education program in Alaska, the home and family were involved and that students were aware of this fact. The accomplishment of this goal was achieved through such activities as workshops which included parents, funding grant programs which included home and family in the career education process, and including in Department of Education documents, criteria and guidlines for insuring that students understand the relationship between lifestyles and work. A program which did much to involve the home and family in schools was the Community Schools Program mentioned in objective D-1. This program is foundation funded as are most other primary educational programs in Alaska. The program typically involves a Community Schools Coordinator stationed in the schools whose function is to initiate and provide a wide array of activities in which the adults of the community in which the school is located can participate. Everything from recreational activities to classes and even career counseling are offerred in these programs which provide an excellent method of involving the home and family in the schools. Numerous career education grant programs in Alaska included components which encouraged the involvement of home and family in career education. One approach, popular in both rural and urban Alaska was to design programs which incorporated student visitations to their parent's worksites and conversely, invited parents into the classroom to speak about their occupations. Often such approaches included the development of human resource directories which gave classroom teachers access to parents and other community members in particular occupations who were willing to speak to a class or host a field trip.

State Plan Area E: The Alaska Department of Education will continue to encourage the involvement of home and family in career education.

State Plan Objectives	Narrative Analysis
Objective E-1 (continued)	The involvement of home and family in career education was also promoted by the inclusion of parents in many of the on-site workshops conducted for educators on the PACE project. The importance of an awareness of one's lifestyle was a concept emphasized in these workshops. Also emphasized was the importance of parents assisting in the development of their children's values, decision-making skills and leisure activities. Other activities in this area were the inclusion in Department of Education documents, criteria and guidlines which insured that students would be taught the relationship between lifestyles and work. In this regard State Plan goal statement #5, which was often required in grant proposals, stated "Develop Awareness of Preferred Lifestyles." This goal statement was directed to teaching students to be able to judge whether work and non-work roles were in harmony and to understand that choosing an occupation is choosing a lifestyle. Additionally, developing awareness of preferred lifestyles was included as item 18e in the guidlines for exemplary programs, "Criteria for Excellence: Career Education."

Narrative Analysis of State Plan Objectives

State Plan Area F: Assess the status of career education and learner needs on both the local and state level and plan staff development accordingly.

State Plan Objectives	Narrative Analysis
F-1 Assist elementary, secondary schools and community colleges to assess career education status and learner needs Learner Outcomes Learner outcomes for career education will be utilized as a basis for needs assessment and evaluation at the state level and as information for local school districts. Outcomes will provide activities that will enable the student to become aware of, accept and affirm: interest, abilities, feelings, attitudes and values roles in relation to home, school, community and work roles of consumer, producer and citizen	The purpose of Objective F-1 was to promote an assessment process designed to reveal to school districts and community colleges the career education needs of their students. This was accomplished through making evaluation instruments available and conducting local and state-wide career education needs assessments. To make evaluation instruments available the State Coordinator of Career Education developed a list of evaluation instruments and their sources and disseminated the list to Alaskan school districts. Additional lists could be obtained from the PACE library and the instructional libraries of the Regional Resource Centers. Examples of materials available from the PACE library are an evaluation section in "Career Vocational Education Curriculum Resource Catalogue", Career Education Measures: A Compendium of Evaluation Instruments", "Using Systematic Observaion Techniques in Evaluating Career Education" and an evaluation section in "Career Education Flight Plan", a pamphlet developed by The Northern Institute. The most comprehensive evaluation of career education needs in Alaska was that conducted by The Northern Institute prior to the development of the State Plan. The needs assessment focused exclusively on learner needs as perceived by educators, students in grades 6, 9 and 12, parents and members of the business community. This seminal information was included in the State Plan which was then distributed to all school districts in Alaska. As part of the present program evaluation, this needs assessment was

State Plan Area F: Assess the status of career education and learner needs on both the local and state level and plan staff development accordingly.

State Plan Objectives	Narrative Analysis
Objective F-1 (continued) scope and nature of work and occupations	replicated on a sample of Alaskan schools and the final report will be distributed state-wide to interested parties. Local needs assessments were also conducted by school districts implementing career education. These needs assessments were typically designed to identify specific areas of needs vis-a-vis student behavior and to determine the feelings of school and community members regarding the direction and form the program should take. Examples of schools districts which conducted needs assessments prior to initiating career education activities are Anchorage, Matanuska-Susitna, Cordova, Craig, Skagway, Kodiak and Unalaska.
F-2 Measure the extent to which elementary and secondary objectives are being achieved and also achieve state goals. Learner Outcomes Learner outcomes for career education will be utilized as a basis for needs assessment and evaluation at the state level and as information for	The purpose of Objective F-2 was to establish an assessment system which would allow monitoring of the degree to which school career education goals were being achieved and, additionally, to what extent the accomplishment of these goals also achieved state goals. This objective was accomplished by the drafting of the 10 State Plan Goal Statements, the development of an evaluation instrument, evaluating career education programs and preparation of annual progress reports on State Plan implementation. Monitoring the achievement of state and district objectives was accomplished by the employment of the 10 Goal Statements which constitute an integral part of the State Plan (the Goal State-

Narrative Analysis of State Plan Objectives

State Plan Area F: Assess the status of career education and learner needs on both the local and state level and plan staff development accordingly.

State Plan Objectives	Narrative Analysis
Objective F-2 (continued) local school districts. Outcomes will provide activities that will enable the student to become aware of, accept and affirm: interest, abilities, feelings, attitudes and values roles in relation to home, school, community and work roles of consumer, producer and citizen scope and nature of work and occupations importance of job seeking and job keeping skills importance of the rational decision-making process that certain behaviors are expected for certain jobs and these behaviors can be learned	ments are listed on page 8). During the planning phase, it was the intention of the State Plan drafters that the 10 Goal Statements would be incorporated as learner outcome objectives in career education plans developed by school districts. The 10 Goal Statements could then be used to assess the degree to which school districts attained their own goals and, since the state used the same goals, the degree to which the learner outcomes for each State Plan objective were achieved. An evaluation instrument to measure directly the attainment of elementary and secondary school objectives was developed by the South East Regional Resource Center as a result of a grant awarded by the Department of Education. This evaluation instrument was developed for use by schools and was based on the six areas for which State Plan objectives were written. Refinement and development of this evaluation instrument occurred as part of the present program evaluation. The achievement of state and district goals was monitored by annual on-site evaluations of approximately 25% of the career education grant programs by the State Coordinator of Career Education. Additionally, activity reports for all state grant projects were required on a quarterly basis from all grantees. The evaluations and activity reports were used in the preparation of a series of reports entitled "Analysis of the FY Annual Report" prepared each year during the period of time the State Plan was operative.

Narrative Analysis of State Plan Objectives

State Plan Area F: Assess the status of career education and learner needs on both the local and state level and plan staff development accordingly.

State Plan Objectives	Narrative Analysis
F-3 To develop a program of staff development and technical assistance in conducting program evaluation at the local level.	The purpose of Objective F-3 was to train school district personnel in program and project evaluation techniques. This was accomplished through technical assistance the availability of evaluation resource materials and workshops. Among the Department of Education activities which promoted project evaluation were the requirement for evaluation plans in all grant applications, the dissemination of the publication "12 Steps to Career Education" an implementation guide which included program evaluation as step #11, and the inclusion of a program evaluation section in "Criteria for Excellence: Career Education." Additionally, the State Coordinator of Career Education provided much individual consultation on program evaluation to school districts and other grantees. Inservice training for educators in assessing the status of career education and learner needs was provided by staff trainers from Cashmere, Washington, consultants with project PACE, The Northern Institute, the Alaska Talent Bank and the Northwest Connection. The training in assessment was typically accomplished in the course of general career education workshops. Additionally, trained program evaluators were available for contract work from the Regional Resource Centers.

GRANT AWARDS REVIEW

The grant awards review was a qualitative program evaluation technique designed to answer Evaluation Question Two: How did the career education grant awards made by the Department of Education serve the State Plan objectives? The review involved a perusal of Department of Education grant award records covering the years 1978 to 1983. The purpose of the review was to determine the amount of funds allocated as grants, which agencies received them, the basic purpose of each grant program and which State Plan objectives were served by each grant.

The results of the Grant Awards Review are presented in the following two tables. Table 1 presents summary information for each grant. The grants are listed by Department of Education file number and are arranged sequentially on the basis of the year of the initial award. The first digit following the "V" in each grant number indicates the year the grant was first funded (eg. grant #V08221 was funded in 1980, #V18201 in 1981, #V21301 in 1982, etc.). Following each grant number is the recipient, the amount of the grant and the title and basic purpose of the grant.

Table 2 presents the same listing of grants by Department of Education file number as Table 1. Following each grant number is an indication of which of the 11 State Plan objectives were served by that grant. The categorization of each grant was made by comparing the goals and objectives stated in each grant proposal with the State Plan objectives.

Table 1.

Summary of Career Education Grants

Grant Number	Grant Recipient	Grant Amount	Title and Purpose of Grant
V08221	South East Regional Resource Center	3,000	Sex Equity in CVE in K-3. Reviewed elementary school textbooks for sex bias and developed asex bias free module which focused on career choices. Also, conducted a sex bias needs assessment in several schools.
V08200	South Central Regional Resource Center	56,494	Project PACE: Planning for Alaskan Career Education. First funding of largest ongoing planning and development project in Alaska. Staffed one Regional Resource Center with a full-time career education coordinator, purchased and operated a career education library, conducted workshops and provided consultative services.
V00401	Aleutian Region School District	26,298	Develop Comprehensive Career Guidance Program. Provided itinerant career guidance program for students in remote Aleutian Islands schools. Career guidance and employment workshops were provided by a career counselor and a Youth Employment Service job counselor.
V02804	Kodiak Island Borough School District	5,277	Career Education Incentive Act: PL 95-203. Developed a K-12 curriculum and identified performance indicators for ongoing career education program.
V03302	Matanuska-Susitna Borough School District	6,521	Infusion of Career Education Concepts and Activities into District Curriculum. Wrote career education plan of service, developed sequential list of career education skill to be infused into curriculum and wrote an activities guide.
V04001	Pribilof Islands School District	4,325	Pribilof Islands School District Career Education Planning. With assistance from a project PACE

Table 1. (continued)

Summary of Career Education Grants

Grant Number	Grant Recipient	Grant Amount	Title and Purpose of Grant
V04001 (continued)			consultant, developed a career education philosophy, and a 3 to 5 year plan of service. Staff training was included.
V04301	Skagway City School District	4,000	Career Guidance and Counseling. Contracted for a consulting career education counselor who provided career guidance and established a career and occupational information center for students.
V05315	South East Regional Resource Center	27,641	Career Education Consultants. Through subcontracts for consultants from the Northwest Connection, provided teacher inservice and technical assistance to Southeast Alaska school districts. Also, developed career education graphics and sponsored a regional occupation skills contest.
V05601	Western Regional Resource Center	18,707	Teacher Training to Introduce Career Education Activities into the Regular Curriculum. Conducted needs assessment of Regional Resource Center member districts, trained teacher training cadre, purchased and provided career education resource materials and provided technical assistance.
V08602	Centralized Correspondence Study	4,562	Comprehensive Career Education Plan for Correspondence Study. Developed career education model and a 1 and 5 year plan of servece. Also, assessed the career interests, self-concepts and career development of all correspondence study students in Alaska.
V06902	The Northern Institute	18,000	Career Guidance for Professional Educators. Provided career guidance workshop for administrators

Table 1. (continued)

Summary of Career Education Grants

Grant Number	Grant Recipient	Grant Amount	Title and Purpose of Grant
V06902	(continued)		in several rural communities. Also, provided a consultant for a workshop for the Alaska State Vocational Association and trained 3 consultants for the Alaska Department of Education Talent Bank.
V06906	The Northern Institute	5,073	Career Guidance for Professional Educators. Conducted a workshop for the Alaska State Counselors Association on methods counselors can use to help disadvantaged students.
V18201	Bristol Bay Regional Resource Center	61,276	Project PACE: Planning for Alaskan Career Education. Second year of operation of ongoing planning and development program. Resource library maintained, career education workshops continued as well as provision of technical assistance.
V14301	Skagway City School District	3,500	Comprehensive Career Education Program for a Small Rural School. Developed a career education plan of service and a K-12 curriculum. Also, drafted a community resource bank listing and purchased and used the Alaska Career Information System.
V15601	Western Regional Resource Center	15,602	Career Education Module Development. Employed 1 career education specialist to develop and disseminate decision-making instructional modules and to conduct teacher inservice.
V18601	Centralized Correspondence Study	8,622	Career Information for Correspondence Study. Trained staff in use of Alaska Career Information System and initiated its use in correspondence study.

Table 1. (continued)

Summary of Career Education Grants

Grant Number	Grant Recipient	Grant Amount	Title and Purpose of Grant
V12303	Kake City School District	3,500	Career Education. Partially completed program which provided the Alaska Career Information System for students.
V11301	Craig City School District	9,000	Comprehensive Career Education. Provided for a teacher exchange with the Cashmere, Washington school district, a pretest- posttest assessment of teacher attitudes regarding career education and adapted the Cashmere curriculum to Craig.
V10401	Aleutian Region School District	19,000	Aleutian Region School District Career Education Plan. Developed a K-12 career education curriculum and infused it into the regular distrit curriculuIm.
V25301	South East Regional	15,000	Career Education Evaluation. Developed a system to evaluate career education programs and the Alaska Career Information System.
V21301	Craig City School District	4,600	Career Education Infusion. Adapted the Cashmere,Washington career education curriculum to meet the needs of the Craig community and provided faculty inservice. Also, developed a workplace activity for students.
V25509	South East Regional Resource Center	59,915	Project PACE: Planning for Alaskan Career Education. The last of the planning and development programs operated by the Regional Resource Centers. Workshops, technical assistance and career education library resources provided.
V26903	The Northern Institute	13,120	Career Education Promising Practices. Developed and published exemplary career education criteria.

Table 1. (continued)

Summary of Career Education Grants

Grant Number	Grant Recipient	Grant Amount	Title and Purpose of Grant
V26901	The Northern Institute	40,000	Integrating the Curriculum with Career Education. Developed 20 instructional units containing career education objectives and a resource guide explaining how to develop such objectives. Also, established a career education instructional resource bank.
V35112	Yukon Flats School District	30,000	Yukon Flats Regional Career Education Program. At time of program evaluation, a career education curriculum strand for grades K-12 was being developed. Also, a career guidance class for grades 10-12 and a student handbook were being developed. Teacher inservice was also given.
V35322	Chugach School District	9,591	Career Education in Chugach School District. Developed career education guidance system which included career and occupation awareness components. Also, career education infusion into the district curriculum, teacher inservice and materials purchases were included.
V35321	South East Regional Resource Center	40,718	Evaluation and Report on Career Education in Alaska. Conducted a program evaluation of the Alaska State Plan of Service for Career Education.

Table 2.

State Plan Objectives Served by Career

Education Grants: 1978-83

Grants	State Plan Areas and Objectives														
	Curriculum Change Objectives				Counseling Objectives	Special Groups Objectives	Business/ Industry Objectives		Home/ Family Objectives	Inservice Training Objectives		
	A1	A2	A3	A4	B1	C1	D1	D2	E1	F1	F2	F3
V08221				X		X						
V08200		X	X	X	X	X	X		X	X		
V00401					X		X					
V02804				X					X	X		
V03302				X			X		X			
V04001				X	X	X	X		X	X		
V04301				X	X	X	X		X	X		
V05315				X			X	X				
V05601		X	X	X	X		X		X	X		
V08602	X			X	X					X		
V06902				X	X		X			X		
V06906				X	X	X	X					
V18201		X	X	X	X	X	X		X	X		
V14301				X	X		X					
V15601		X			X	X						
V18601	X				X							
V12303					X		X					
V11301				X	X					X		X
V10401				X								
V21301				X			X			X		
V25301										X	X	

Table 2. (continued)

State Plan Objectives Served by Career

Education Grants: 1978-83

Grants	State Plan Areas and Objectives												
	Curriculum Change Objectives				Counseling Objectives	Special Groups Objectives	Business/ Industry Objectives		Home/ Family Objectives	Inservice Training Objectives			
	A1	A2	A3	A4	B1	C1	D1	D2	E1	F1	F2	F3	
V25509		X		X	X	X	X	X	X	X			
V26903	X										X		
V26901				X						X	X	X	
V35112				X	X								
V35322				X	X					X			
V35321										X	X		

ON-SITE VISITATION OF SELECTED GRANTEES

The purpose of the on-site visitation of selected grantees was to answer Evaluation Question Three: What were the characteristics and accomplishments of typical career education grant programs? The four school districts visited were chosen so as to give a regional and rural/urban balance to the sample. The school districts selected were Craig, Kodiak, Matanuska-Susitna and Fort Yukon. On-site visitations were conducted and program records and products were reviewed. Additionally, interviews were conducted with program and district administrators. The information collected was abstracted and synthesized into a short description of each program and then analyzed to determine the impact the program had on the State Plan objectives.

Craig City School District

In 1981, the Craig City School District was awarded grant grant #V11301 entitled "Comprehensive Career Education" and in 1982 grant #V21301 entitled "Career Education Infusion." These two grants were part of larger on-going program in Craig entitled the "Craig Career Education Program" (CCEP) which was modeled after the Cashmere, Washington Career Education program and was adapted to meet the specific needs of the Craig community. The program involved 4 phases: Research; Development; Implementation; and Evaluation.

In the Research phase the State Plan and the Cashmere plan of service were reviewed by the Craig staff and administration and one inservice on the Cashmere program was conducted. Addi-

tionally, on-site visitations to observe the Cashmere program and attend administration and staff development workshops were made by Craig staff and faculty. In the Development phase, more workshops were conducted for the Craig staff and faculty in both Cashmere and Craig. These workshops dealt with such topics as the infusion process, Mainstreaming, Career Education and handicapped students and career and vocational education. Additionally, a staff and faculty needs assessment/program pretest was conducted. During the Implementation phase career education materials were reviewed and adapted for Craig, timelines for infusion were established, and a broad range of Cashmere program specifics were covered in workshops (e.g. the Advisor-/Advisee approach to the guidance process, lesson plans, educational media teaching methods and techniques, teacher teaming, etc.). Evaluation of the two grant programs consisted of an onsite audit and a review of program records.

Impact on State Plan Objectives

The primary impact of the CCEP was on State Plan objectives A-4 which provided for technical and financial assistance to school districts wishing to adapt or adopt existing Career Education programs for their own use. The Cashmere program was well suited for adaption in Craig since both districts are small and rural.

An additional State Plan objective which was served by the CCEP was B-1 which stipulated the provision of guidance services to students. The Cashmere program features an advisor/advisee component which uses classroom teachers in a guidance role. Each

student has an advisor who functions in a mentor role and provides needed guidance and counseling.

State Plan objective C-1 which stipulates career education services for minority and special education students and girls, was also served by the CCEP, albeit indirectly. This was accomplished through the provision of workshop training directed to Mainstreaming, the Special Education student and the CCEP.

Kodiak Island Borough School District

In 1980, the Kodiak Island Borough School District was awarded grant number V02804 entitled "Career Education Incentive Act: PL 95-207. The grant supplemented several other programs which were on-going at that time:

1. An experience based career education program titled CE-2 which was funded by the Department of Education on a 3 year phase-out of state funds.

2. A Title IV grant for library materials which, among other things, was used to strengthen the CE-2 program.

3. A rural teacher education program which provided an opportunity to bring out-stationed teachers in the Kodiak Island Borough School District into Kodiak for inservice training which included career education components.

The primary use of grant funds was to purchase Career Education materials which were used in a curriculum development project. The project team developed Career Education goals and performance indicators for grades 1 through 6 in all of the major subject areas. Additionally, reference books were purchased for the school libraries.

Impact on State Plan Objectives

The impact of the Kodiak Island Borough School District's

Career Education program was on State Plan objective A-4. The purchased curriculum materials were modified and adapted to fit the particular needs of the ongoing career education efforts.

Matanuska-Susitna Borough School District

In 1980 the Matanuska-/Susitna Borough School District was awarded grant #V03302 to conduct a program entitled "Infusion of Career Education Concepts and Activities into District Curriculum." The purpose of the program, which augmented an existing Career Education effort, was fourfold:

1) to write a district Career Education Plan of Service;

2) to develop a list of sequential Career Education concepts and skills for grades 1 through 8;

3) to develop an "Activities Guide" which would contain the learning activities necessary to teach students the Career Education concepts and skills developed in #2 above. These learning activities would then be infused into the regular curriculum;

4) to develop a "Human Resources Guide" for the Matanuska-Susitna Borough area.

The program also resulted in the development of a Career Education curriculum scope and sequence which was part of the Career Education Activities Guide. Additionally, resource bibliographies which were placed in three career centers maintained in secondary schools were prepared.

Impact on State Plan

Three State Plan objectives were served directly by the Matanuska-Susitna grant project. Objective A-4 was served by the writing of the district plan of service, the development of the list of sequential Career Education concepts and skills and the

Activities Guides which were infused into the district curriculum.

Objective D-1 was served because the grant program had input from the business, labor and industry communities via the Curriculum Council, on which members of the Matanuska-Susitna community served. The Curriculum Council served in an oversight role to the school district and communication between the grant program and the Curriculum Council was through the Career Education Coordinator.

Objective E-1 was served by the completion of the Human Resources guide produced on the grant. Parents as well as other community members were listed in the guide depending on their field of expertise and could be called upon by teachers needing assistance in the classroom with a particular field of expertise.

Yukon Flats School District

In 1983 the Yukon Flats School District was awarded grant #V35112 to conduct a program entitled "Yukon Flats Regional Career Education Program." This program is currently being implemented in conjuction with the opening of the Fort Yukon Vocational Technical Center. The purpose of the grant program is to promote the growth of Career Education in the Yukon Flats School District. The major activities in the grant program are:

1) to develop a Career Education curriculum strand in Language Arts, Mathematics and Health and Safety for grades K-12. This activity is being based on the Athabascan Heritage Curriculum Project of the Central Alaskan Curriculum Consortium;

2) to develop a one semester Career Guidance course for grades 1-12. The Alaska Career Information System will be used in this course;

3) to write and print a Student Handbook for the new Fort Yukon Vocational Technical Center.

An additional activity includes inservicing the district faculty on the Career Education plan of service. The career strands and Career Guidance course will be written by a staff and faculty team with the assistance of a Career Education consultant.

Impact on State Plan

The Yukon Flats School District Career Education program impacted three State Plan objectives. Objective A-4 is impacted as a result of the career strands in Language Arts, Mathematics and Health and Safety in that Career Education grants funds are being used to adapt and adopt curriculum materials. Since these curriculum materials are being developed with the Athabascan Heritage Curriculum Project as a guide, objective C-1 is impacted. Objective B-1 is impacted because the development of the grade 10-12 Career Guidance course is promoting career counseling for students.

SURVEY OF CAREER EDUCATION EXPERTS

The survey of career education experts was a quantitative and qualitative program evaluation technique designed to answer Evaluation Question Four: What are the opinions of Alaskan career education experts with regard to the extent to which the State Plan objectives were achieved? An interview was conducted with each expert during which the degree of achievement of each of the State Plan areas and objectives was rated and questions regarding the strengths, weaknesses and possible recommendations for future career education efforts were asked.

Results

The results are presented in Tables 3 and 4 on the following pages. Table 3 presents the results of the expert's ratings of the degree of achievement of the implementation of the State Plan areas and objectives achievement while Table 4 includes the strengths and weaknesses of State Plan implementation and recommenations and considerations.

Table 3.

Achievement Ratings of State Plan Areas and Objectives by Alaskan Career Education Experts

Areas & Objectives	Ratings (frequency & percent)			
	Achieved	Partially Achieved	Not Achieved	Can't Determine
Area A: The Alaska Department of Education will provide for the infusion of career education into the educational delivery system of the state through curriculum change.	6 55%	4 36%	0 0	1 9%
Objective A-1: To include career education student outcome objectives in curriculum materials, and instructional activities within the Department of Education.	6 55%	4 36%	0 0	1 9%
Objective A-2: To identify or develop five program models, at least one of which will focus on gifted and talented students, decision-making, interpersonal skills, values clarification skills and developing a positive self-concept.	5 45%	1 9%	0 0	4 36%
Objective A-3: Elementary and secondary schools will have access to models on a regional basis that demonstrate comprehensive career education programs.	5 45%	4 36%	0 0	2 18%
Objective A-4: Elementary and secondary schools, community colleges, the Alaska Skills Center and higher education will receive technical and financial assistance in developing and/or adopting/adapting approaches to providing career development activities.	5 45%	3 27%	0 0	2 18%
Area B: The Alaska Department of Education will support the career education process by providing career counseling, guidance, placement and follow-up services.	6 55%	3 27%	0 0	2 18%

Table 3. (continued)

Achievement Ratings of State Plan Areas and Objectives by Alaskan Career Education Experts

Areas & Objectives	Ratings (frequency & percent)			
Objective B-1: Provide guidance services as a part of the total concept of career education at all levels.	5 45%	4 36%	0 0	2 18%
Area C: The Alaska Department of Education will provide for career education services which meet the needs of minorities, special students and women.	3 27%	6 55%	1 9%	1 9%
Objective C-1: Elementary and secondary schools, community colleges, the Alaska Skills Center and higher education will receive technical and/or financial assistance to design/adapt/adopt/implement career education programs to meet the identified needs of special students, women and minorities.	4 36%	3 27%	1 9%	3 27%
Area D: The Alaska Department of Education will provide for consistent, continuous and coordinated education services which involves business, education, government and labor for Alaskan learners. These services will develop an awareness of preferred lifestyles as well as an appreciation of the community role in career development.	5 45%	5 45%	0 0	1 9%
Objective D-1: Elementary, secondary and community colleges will receive technical and financial assistance to help school personnel to properly utilize available community resources.	5 45%	5 45%	0 0	1 9%
Objective D-2: Provide inservice training for representatives of agencies from business/industry/government/labor and the community.	5 45%	3 27%	0 0	3 27%

Table 3. (continued)

Achievement Ratings of State Plan Areas and Objectives by Alaskan Career Education Experts

Areas & Objectives	Ratings (frequency & percent)			
	Achieved	Partially Achieved	Not Achieved	Can't Determine
Area E: The Alaska Department of Education will continue to encourage the involvement of home and family in career education.	4 36%	3 27%	0 0	4 36%
Objective E-1: Enable students to learn more about the influence of the home and family as it relates to aspirations, values, attitudes, decision making and the work model.	5 45%	3 27%	0 0	3 27%
Area F: The Department of Education will assess the status of career education and learner needs on both the local and state level and plan staff development accordingly.	6 55%	4 36%	0 0	1 9%
Objective F-1: Assist elementary and secondary schools and community colleges to assess career education status and learner needs.	6 55%	2 18%	0 0	3 27%
Objective F-2: Measure the extent to which elementary and secondary school objectives are being achieved and as a composite, achieve state goals.	5 45%	4 36%	0 0	2 18%
Objective F-3: To implement a program of staff development and technical assistance in conducting program and project evaluation at the the local level.	5 45%	3 27%	0 0	3 27%

Table 4.

Results of Career Education Experts Survey: Strengths and Weaknesses of Program Implementation and Considerations and Recommendations

Strengths	Weaknesses
1. Career education consultants brought in from outside of Alaska were excellent.	1. There were some gaps in service delivery primarily due to personnel changes in the Department of Education and continuity suffered as a result of the practice of rotating the PACE grant among the Regional Resource Centers.
2. The money necessary to fund career education programs for those wishing to do so was provided.	2. Career education was not highly visible and its successes were not touted enough.
3. The technical assistance and materials available to school districts were excellent.	3. Career education did not seem to rate as a very important program within the Department of Education. The commitment to career education appeared low.
4. Regarding knowledge of career education by teachers and administrators, the awareness level was reached in all of the Anchorage School District.	4. Perhaps too much responsibility for the implementation of career education was given to intermediary agencies.
5. Career education components are included in the math and science scope and sequence in the Anchorage School District.	5. Communication between the Department of Education and the Alaska State Advisory Council for Vocational and Career Education was limited during the later phases of State Plan implementation.
6. Rural school districts are beginning to tie their culture and heritage into the curriculum often via career education.	6. There was too much emphasis on compliance monitoring and not enough on direct technical assistance.
7. The training provided to teachers and administrators on the various grant programs was well received and met an existing need.	7. The Regional Resource Centers, who had much responsibility for implementing career education, were not required to develop long range career education plans beyond those required in the various grant proposals.
8. The "infusion" concept, as opposed to adding new programs on top of old ones, was popular with teachers and administrators.	

Table 4. (continued)

Results of Career Education Experts Survey: Strengths and Weaknesses of Program Implementation and Considerations and Recommendations

Strengths	Weaknesses
9. Raising the level of awareness of parents regarding career education and its potential was successful.	
10. The need for career education at the level of the Department of Education has been recognized since career education has been included in the latest state plan of service for vocational education.	
11. The State Plan was relevant and met identified needs since it was based on a needs assessment conducted immediately prior to being written.	
12. The activities for implementation of the State Plan were flexible enough to allow for wide range of program options, thereby recognizing the great diversity in Alaskan education.	

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Considerations

1. The ability of a teacher to infuse career education into lesson plans should be included as one criterion used in teacher evaluations.

2. The formation and organization of Alaska's rural schools is a fairly recent event and the possibility exists that, while there is a need for career education, the state-wide career education efforts occurred too soon. It is possible that once the organizational and administrative bugs are worked out of the rural schools, there will be an even greater need for large-scale efforts to instigate career education in the bush.

3. There is a need to look at how subsistence living and career education can accomodate each other. There seems to be a philosophic disparity between the American work ethic which is fundamental to career education, and the realities of subsistance living.

Table 4. (continued)

Results of Career Education Experts Survey: Strengths

and Weaknesses of Program Implementation and

Considerations and Recommendations

Recommendations

1. There needs to be a stronger connection between the school and the community. To develop career education effectively, the schools need the political pressure the communities can develop.

2. A special effort needs to be made to insure that the initial efforts of some rural schools to integrate the curriculum and Native culture and heritage through career education are continued and expanded.

3. There is a need to highlight the success of career education.

4. The voluntary feature of bringing career education into school districts should be continued but perhaps a more vigorous advocacy is in order.

5. There is a need to determine what the cost of career education is for the purpose of public accountablity.

6. A renewed effort to sell career education to Alsakan schools should have strong support and leadership which begins with the Commissioner of Education.

SCHOOL/COMMUNITY SURVEY

The school/community survey was a quantitative program evaluation technique designed to answer Evaluation Question Five: What changes in attitudes regarding career education occurred between 1978 and 1983 students (grades 6, 9 and 12), educators (teachers, counselors and administrators), parents and members of the business and labor community? The procedure was to replicate the needs assessment conducted prior to the development of the State Plan in 1978 on a sample of schools and communities. The data was then used to answer the following three survey questions (see Appendix B for summary data):

1. Was there a change in "Achievement" ratings between 1978 and 1983?
2. Was there a change in career education priorities between 1978 and 1983?
3. What changes in the learner outcome behavior specified in the 10 State Plan Goal Statements occurred between 1978 and 1983?

Survey Question One

Survey Question One assessed the difference between the total mean ratings given by the 6 groups in the "Achievement" column of the survey forms in 1978 and 1983. The statistical analysis consisted of a test of the null hypothesis of no increase in achievement ratings between 1978 and 1983 using z-tests for the difference between 2 independent means. One-tailed tests of significance with alpha levels set at $p \leq .10$ for all groups.

Results As indicated in Table 5, significant increases in mean "Achievement" ratings between 1978 and 1983 occurred for the following groups: Business, $z = 4.84$, $p \leq .001$; Parents, $z =$

5.28, $p \leq .001$; Educators, $z = 2.69$, $p \leq .01$; Grade 12, $z = 3.29$, $p \leq .001$. Significance was not obtained and the null hypothesis was accepted for Grade 9, $z = -3.90$, and Grade 6, $z = -5.33$.

Survey Question Two

Survey Question Two was designed to determine if any change in career education priorities had occurred between 1978 and 1983. The method involved computing a Spearman Rho correlation coefficient (P) for the rank-ordered mean scores for each survey item in the "Importance" column of the 1978 and 1983 survey for all 6 groups. A significant correlation would indicate that for a particular group the survey items were rank-ordered in essentially the same order in 1978 as 1983 and therefore that priorities had not changed. For each group the null hypothesis of no positive correlation was tested using one-tailed tests of significance with alpha levels at $p \leq .10$.

Results Spearman Rho correlation coefficients (P) for the 6 survey groups are presented in Table 6. Consistent with expectation, significant correlations were obtained for the following groups: Parents $P = .57$, $p \leq .05$; Educators, $P = .69$, $p \leq .01$; Grade 9, $P = .81$, $p \leq .001$; Grade 6, $P = .65$, $p \leq .05$. Nonsignificant correlations were obained for Business, $P = .19$ and Grade 12, $P = .10$.

Survey Question Three

Survey Question Three was an attempt to measure any changes in student outcome behavior as specified in the State Plan. The procedure was to represent each of the 10 Goal Statements by means of survey items which were identical on the Educators,

Parents and Business groups' survey forms. Then, z-tests using one-tailed tests of significance with alpha levels set at $p \leq .10$ were conducted to determine if any significant changes occurred between 1978 and 1983 for each of the Goal Statements.

Results The results are presented in Table 7. As predicted, significant increases occurred for the following Goal Statements: 1, $z = 18.87$, $p \leq .001$; 2, $z = 15.21$, $p \leq .001$; 3, $z = 4.01$, $p \leq .001$; 4, $z = 5.69$, $p \leq .001$; 5, $z = 16.46$, $p \leq .001$; 7, $z = 20.36$, $p \leq .001$; 8, $z = 23.52$, $p \leq .001$; 9, $z = 18.27$, $p \leq .001$; 10, $z = 16.73$, $p \leq .001$. Significance was not obtained for Goal Statement 6 and the the null hypothesis was accepted.

Table 5.

Means, Standard Deviations and z-Scores for Achievement Ratings of Business, Parents, Educators and Grade 6, 9 and 12 Students: 1978 and 1983

	Study						
	1978			1983			
Group	Mean	SD	n	Mean	SD	n	z-Score
Business	2.47	.1965	35	2.75	.2730	32	4.84*
Parents	2.38	.3317	25	2.75	.2034	87	5.28*
Educators	2.48	.3116	196	2.63	.3612	42	2.69*
Grade 12	3.06	.1975	336	3.18	.2818	63	3.29*
Grade 9	2.79	.1689	741	2.71	.2271	119	-3.90
Grade 6	3.15	.2922	728	2.88	.4111	77	-5.33

*$p \leq .001$

Table 6.

Spearman Rho Correlation Coefficients for 1978 and 1983 Importance Ratings for Business, Parents, Educators and Grades 6, 9 and 12

Group	n[a]	P
Business	20	.19
Parents	20	.57*
Educators	35	.69**
Grade 12	19	.10
Grade 9	19	.81**
Grade 6	18	.65*

[a] n = the number of items on the survey forms for each group.

*$p \leq .01$

**$p \leq .001$

Table 7.

Means, Standard Deviations And z Scores For Achievement Ratings for StatePlan Goal Statements: 1978 and 1983.

Goal Statement	Survey 1978 Mean	1978 SD	Survey 1983 Mean	1983 SD	z score
Develop decision-making skills.	2.51	.1604	2.77	.1212	18.87*
Develop career planning skills.	2.41	.1815	2.74	.2346	15.21*
Develop a positive self-concept.	2.79	.5784	2.99	.4347	4.01*
Appreciate community role in career development.	2.51	.4398	2.67	.0723	5.69*
Develop awareness of preferred lifestyles.	2.41	.1212	2.67	.1735	16.46*
Locate and use sources of occupational information.	2.67	.3281	2.69	.1707	.82
Acquire effective interpersonal skills.	2.55	.1453	2.89.	.1804	20.36*
Develop skills to cope with a changing work world.	2.21	.2506	2.61	.0819	23.53*
Develop values clarification skills.	2.50	.3301	2.90	.0862	18.27*
Understand the relation of curriculum to career planning.	2.49	.2928	2.90	.2021	16.73*

*$p \leq .001$

SECTION IV

Summary

Section IV presents a summary and discussion of the results of the program evaluation. The discussion involves a consideration of the data as it relates to the five evaluation questions posed in Section I. Each evaluation question will be considered separately.

Evaluation Question One

> What activities were undertaken by the Department of Education and other educational agencies in the course of meeting the State Plan objectives?

The narrative analysis of the State Plan objectives presented a broad overview with specific examples of the types of activities which occurred in the implementation of the State Plan. The activities took place at 3 levels; the State Education Agency level (Department of Education); an Intermediate Education Agency level (Regional Resource Centers, The Northern Institute, etc.); and the Local Education Agency level (school districts and Regional Education Attendance Areas). The basic activities at these 3 levels were shown to be:

State Education Agency

1. Reviewing state documents and included career education where appropriate.
2. Provided on-site consultation to schools and colleges.
3. Maintained liaison with and conducted inservice for other state agencies and departments and civic organizations.
4. Evaluated and audited career education programs.

5. Conducted the RFP and grant award process.

Intermediate Education Agencies

1. Conducted workshops and provided consultation.

2. Collected, produced and distributed materials.

3. Wrote curricula and plans of service.

Local Education Agencies

1. Conducted career education programs.

2. Wrote curricula and plans of service and developed materials and human resource directories.

Evaluation Question Two

How did the career education grant awards made by the Department of Education serve the State Plan objectives?

The summarizing and classification of the career education grant awards revealed that between 1978 and 1983, 29 grants were made to intermediate and local education agencies. These grants ranged from $3000 to $61,272 with the average being approximately $18,200. All State Plan objectives were served by at least one grant and the most frequently impacted objectives were A-4 which provided financial and technical assistance for career education activities and B-1 which concerned career guidance.

Evaluation Question Three

What were the characteristics and accomplishments of typical career education grant programs?

The on-site visitations to the Craig, Kodiak, Matanuska-Susitna and Yukon Flats school districts revealed 4 career education programs with a variety which matches the demographic and geographic diversity of Alaska. All of the grant awards were used to supplement the activities of on-going career education

programs and programs objectives focused on developing curricula, plans of service, human resource directories and scope and sequences, purchasing materials and providing inservice. The impact of these grants on the State Plan were on objectives A-4 for technical and financial assistance for career education activities, B-1 for career guidance, D-1 for utilizing community resources and E-1 for involving the home and family in career education.

Evaluation Question Four

What are the opinions of career education experts regarding the implementation of the State Plan?

The survey of career education experts revealed that with regard to the State Plan areas and objectives, the "Completed" column received 46%, the "Partially Completed" column received 32%, the "Not Completed" column received 2% and the "Can't Determine" column received 20% of the total ratings.

Open ended questions regarding strengths, weaknesses, recommendations and considerations indicated a general satisfaction with implementation, especially the flexibility allowed when adapting programs to meet local needs and the extensive inservice education conducted. It was the opinion of these experts that career education is especially relevant for Alaska given the special geographic, demographic and economic situation which prevails and that the implementation efforts were well received by parents, educators and members of the business community.

Evaluation Question Five

What changes in the attitudes of Alaskans towards career education occurred between 1978 and 1983?

The results of the follow-up survey indicate that ratings of achievements in career education were higher in 1983 than in 1978 as rated by members of the business community, parents, educators, and 12th grade students. This was not the case for grades 6 and 9 which were also surveyed and a possible explanation is that the initial effects of career education were experienced to a greater degree by the older rather than the younger students. Possibly, an additional 5 or 10 years of sustained career education efforts would be required to uniformly impact students at all grade levels.

The survey results also indicate that career education priorities remain essentially the same for parents, educators, and grade 6 and 9 students. The principle reason that priorities changed for the business group was that two items on the survey form, #8 "Consider how their career choice may affect their lifestyle" and #9 "Test their interest and aptitudes through paid or unpaid, actual or simulated work experience" were rated as much more important in 1983 than in 1978. For the 12th grade students, priorities changed primarily because items # 5, "I need information about how occupations I might choose would affect my lifestyle" and #6 "I need information about how to use available resources to find out about myself and possible career choices" were rated much higher in 1983 than in 1978. Conversely, the 12th grade students rated item #19 "I need

information about post-secondary schools I can attend" much lower in importance in 1983 than in 1978.

A final result of the survey is the information pertaining to the 10 State Plan Goal Statements. Significant increases in ratings occurred between 1978 and 1983 on all Goal Statements except #6, "Locate and use sources of occupational information." This data provides evidence that the student outcomes specified in 9 out of 10 of the State Plan Goal Statements increased. It should be noted, however, that the survey items corresponding to each of the 10 Goal Statements represented samples from a larger domain of behavior. It is possible that were the entire domain of behavior in each of the 10 Goal Statements included in the analysis, the results could be somewhat different especially for for those which showed the least amount of pretest-posttest difference (eg. Goal Statements 3, 4 and 6).

PART TWO

Introduction

On September 9, 1983, the Alaska Department of Education, Office of Career and Vocational Education (now the Office of Adult and Vocational Education) extended the Career Education Evaluation to include the Gifted and Talented. The extension (Part Two) was granted in order to determine if the career education needs of gifted and talented students are different from those of regular students in Alaska. Gifted and talented students are included in the State Plan (Area A, objective #2 and Area C, objective #1) and their career development is legitimate concern at the state, regional and local levels.

To guide the research conducted in Part Two, the following research questions are posed:

> Research Question One: What are the career education needs of gifted and talented students in Alaska?

The 1978 needs assessment which preceded the drafting of the State Plan addressed only regular students. Since differential educational programming for gifted and talented students is a reality many school districts in Alaska, a legitimate concern is which career education outcome behaviors are most needed. Research on this question has not been previously conducted in Alaska.

> Research Question Two: What differences exist between the career education priorities of gifted and talented and regular students in Alaska in grades 6, 9 and 12?

Research Question Two is directed to a comparison between career education priorities established as a result of the 1983

survey conducted in Part One and the present survey of gifted and talented students. The data collected in the course of answering Research Question Two will permit a comparison between what the various survey respondents believe are the career education priorities for gifted and talented and regular students. The issue here is not on which specific career education behaviors differences exist, but rather on the hierarchy of needs. The importance of this question is that if the career education priorities of the gifted and talented are substantially different from those of regular students, it follows that efforts at the state level to promote career education in the two groups should take somewhat different directions. Conversely, if the needs hierarchy the two groups are similar or only slightly different, efforts to promote career education at the state level which are different in degree rather than type would probably suffice.

> Research Question Three: In what specific student outcome behaviors do the needs of regular and gifted and talented students differ.

The focus of much of the Alaska State Plan for Career Education was on student outcome behavior. This focus promoted accountablitiy at the Department of Education level and and resulted in much data regarding the specific career education competencies of regular students. The purpose of Research Question Three is to make direct comparisons of the career education needs of regular students with those of gifted and talented students. The relevance of Research Question Three is that these comparisons will reveal which of the two groups has the most pressing or critical career education needs with regard to the

student outcome behaviors specified in the State Plan.

Method

The method employed in Part Two of this study was to replicate the 1983 survey conducted in Part One. The research design, sampling plan and data analysis are described in the following subsections.

Research Design

The format of the investigation in Two of the Study, was a pretest/posttest research design. The data collected on regular students in Part One constituted the pretest data while the present replication of that survey on gifted and talented students constitutes the posttest data.

Sampling Plan

The survey data for Part Two was collected, as in Part One, from the Craig, Kodiak, Matanuska-Susitna and Yukon Flats School Districts. The five groups receiving questionnaires were: 1) Educators (classroom teachers, administrators and counselors); 2) Gifted and Talented (students identified as gifted and talented in grades 6, 9 and 12) and Parents (parents of gifted and talented students in grades 6, 9 and 12).

The questionnaires used in Part Two were identical to those used in Part One except that the words "gifted and talented" were added to the titles. Each of the five survey groups then, received questionnaires which assessed, on a 1 to 5 scale, the degree to which respondents felt various career education statements, written in student outcome formats, were A) important, and

B) achieved.

The questionnaires were sent to the target schools with a cover letter and self-addressed stamped envelopes in the following numbers:

Educators	460
6th Grade G/T Students	120
9th Grade G/T Students	120
12th Grade G/T Students	120
Parents of G/T Students	360

Mailing of the questionnaires took place during the month of October and results were received during the period November 1 through December 8, 1983. Follow-up phone calls encouraging participation were made two weeks after the survey forms were mailed.

Data Analysis

The data analysis used in Research Questions One, Two and Three consisted of rank orders, correlations and statistical tests with alpha levels, as in Part One, set p. $\leq$ .10. A need for a particular survey item was obtained by subtracting the "Achievement" rating from the "Importance" rating. A positive difference constituted a need while a zero or minus result indicated that no need existed. Total need scores for each survey item were calculated by summing all positive need scores and dividing by the sample size, n. Survey items used in the data analysis were only those which concerned student outcome behavior and were as follows: Educators, items 1-17; Gifted and Talented Students (grades 6, 9 and 12), items 1-18; Parents, items 1-17.

Research Question One: The analysis for Research Question One consisted of a rank ordering of needs obtained from the

questionnaires for each of the 5 groups in Part Two of the study. Separate rank-orders of the needs obtained from each group were made and the data was presented in tabular form.

Research Question Two: Data analysis for Research Question Two consisted of a Spearman Rho corrrelation coefficient computed between the rank ordered career education needs obtained from the Educators, Grades 6, 9 and 12 Regular Students, and Parents groups from the 1983 survey of regular students and the rank ordered needs from the comparable groups in the gifted and talented survey. A two-tailed significance test with the alpha level set at p. $\leq$ .10 was used to determine the critical value for each correlation coefficient.

Research Question Three: Data analysis for Research Question Three consisted of comparisons between regular and gifted and talented students mean needs scores for each survey item. These comparisons were made for each of the five survey groups and mean difference were subjected to two-tailed z-tests with alpha levels set at p. $\leq$ .10.

Results

The results of Part Two of the Career Education Evaluation are presented in the following subsections. The data for each research question is presented separately followed by a discussion.

Research Question One:

The return rates for the questionnaires from the five survey groups were as follows:

Educators	20%
6th Grade Students	9%
9th Grade Students	3%
12th Grade Students	<1%
Parents	4%

Given the low response rate for the Parents and the 6th, 9th and 12th grade Student groups, only the results of the Educators group are presented. A rank ordering of the career education needs of gifted and talented students as perceived by the Educators group is presented in Table 1.

Discussion

It can be seen from Table 1 that Educators consider the three most important career education needs of gifted and talented students to be: 1) developing an awareness of occupational options; 2) knowledge of current and future labor market trends, and; 3) developing effective decision-making skills. Conversly, the three least important needs of the gifted and talented students were: 1) skills for qualifying and succeeding in post-secondary schools; 2) obtaining employment and 3) self-awareness of cognitive and affective factors which aid in career planning.

The results seem to indicate that the respondents believe gifted and talented students should prepare for a changing and perhaps uncertain employment future by remaining flexible and developing judicious decision-making abilities. On the other hand, college entrance and employment seeking skills are not considered important for the ablest students, due perhaps, to the common belief that most of these students will enter college and subsequently find employment regardless of what skills may be involved in doing so.

Table 1.

Career Education Needs of Gifted and Talented

And Regular Students Rank-Ordered

by Educators

Gifted and Talented Students Rank Order	Career Education Need	Regular Students Rank Order
1	Become aware of the many occupational options open to them.	8
2	Become aware of current and future trends in the local and national job markets.	11
3	Develop effective decision-making skills.	1
4	Develop a flexible career plan with options and alternatives.	6
5	Learn how to get, hold and advance on a job in the industry or business world.	15
6	Consider how their career choice may affect their lifestyle.	9
7	Test their interests and aptitudes through paid or unpaid, actual or simulated work experience.	14
8	Develop an understanding and appreciation of our free enterprise system.	10
9	Become aware of how they can apply their skills to related jobs rather than being limited to just only one.	5
9	Develop positive attitudes toward themselves, school and work.	2
10	Relate what they learn to occupations.	6
10	Develop an appreciation for the personal, social and economic significance of work.	7
11	Become aware of expectations that employer and higher educational institutions will have of them.	13

Table 1. (Continued)

Career Education Needs of Gifted and Talented

And Regular Students Rank-Ordered

by Educators

Gifted and Talented Students Rank Order	Career Education Need	Regular Students Rank Order
12	Be prepared for a "next step" when they leave public school, in either immediate employment or continuing education.	4
13	Develop an awareness of their interests, aptitudes, needs and values as an aid to career planning.	9
14	Secure employment if they choose it.	12
15	Learn how to qualify for entrance and succeed in post-secondary school.	16

Research Question Two:

Table 1 presents the rank-ordered career education needs data for regular and gifted and talented students as rated by the Educator's group from the current and the 1983 survey of regular students. A Spearman Rho correlation coefficient of P = .39 was obtained which falls below the critical value of P = .41 needed for statistical significance.

Discussion

The results obtained for Research Question Two indicates that the career education needs of gifted and talented and regular students are essentially dissimilar. The implication of this finding is that, from the point of view of establishing programatic priorities, the two groups must be considered separatly.

A consideration of the rankings of the two groups reveals four outcome behaviors for which the mean ratings are quite disparate. Two outcome behavior rated as high needs for TAGS but low needs for regular students were: "Become aware of current and future trends in the local and national job market" and "Learn how to get, hold and advance on a job in the industry or business world." Conversely, two outcome behaviors rated as low needs for TAGS but high needs for regular students were: "Be prepared for a 'next step' when they leave public school, in either immediate employment or continuing education" and "Develop positive attitudes towards themselves, school and work."

Research Question Three:

Table 2 presents the results of an individual comparison of mean need scores for the regular and gifted and talented student

Table 2.

Means, Standard Deviations and z-Tests for Total Need Scores: Regular Student (n = 34) and Gifted and Talented Student (n = 92) Surveys

	Survey				
	Regular Student		Gifted & Talented		
Survey Item	Mean	S.D.	Mean	S.D.	z-Score
1.	2.42	.853	2.00	.877	2.46***
2.	2.20	1.019	1.85	.844	1.78*
3.	2.27	.853	1.85	.938	2.83****
4.	2.08	.890	1.81	.860	1.77*
5.	2.07	.960	1.81	.797	1.42
6.	2.04	.731	1.76	.728	1.87*
7.	2.04	.823	2.11	.966	-.398
8.	2.04	.744	1.95	.920	.545
9.	1.86	.755	1.90	.909	-.214
10.	1.93	.813	2.05	.864	-.705
11.	1.96	.939	1.86	.926	.543
12.	1.89	.724	1.81	.876	.558
13.	2.26	.842	1.98	.737	1.693*
14.	2.26	.982	1.80	.924	2.35**
15.	1.83	.897	1.98	.819	-.841
16.	1.81	.961	1.51	.759	1.63
17.	1.92	.702	1.63	.760	1.96*

* $p. \leq .10$
** $p. \leq .05$
*** $p. \leq .01$
**** $p. \leq .001$

groups on items 1 through 17 of the Educator group's survey form. It can be seen that a significant difference between the regular and gifted and talented groups was obtained on approximately half of the survey items.

Discussion

Survey Question Three asked in which specific areas were the career education needs of regular and gifted and talented students different. The z-tests indicate that slightly less than half of the 17 student outcome behaviors assessed on the questionnaire constituted career education needs which were significantly different between the two groups. In all cases the regular student's mean scores were higher than those of the Gifted and Talented group. This indicates that Educators perceive the needs of regular students to be more critical or pressing than the gifted and talented students on the outcome behaviors for which significant differences were obtained. The remaining nine items which obtained nonsignificant z-scores constitute career education needs which are of the same magnitude for both groups. These results are presented in Table 3.

Another way of viewing these results is to consider the needs established in the 1983 survey of regular students as setting a baseline against which the needs of gifted and talented students are compared. In this case, a particular item is considered to constitute a need for the gifted and talented group, vis-a-vis the regular students group, if the z-test for that item is nonsignificant. With regard to the remaining items, the implication is that gifted and talented students are considered;

Table 3.

Classification of Relative Needs for Career Education Outcome Behavior: Regular and Gifted and Talented Students

Career Education Outcome Behavior The Need For Which Is Similar Among Regular And Gifted And Talented Students
Develop an appreciation for the personal, social and economic significance of work.
Become aware of the many occupational options open to them.
Consider how their career choice may affect their lifestyle.
Test their interests and aptitudes through paid or unpaid, actual or simulated work experience.
Become aware of current and future trends in the local and national job markets.
Develop an understanding and appreciation of our free enterprise system.
Become aware of expectations that employer and higher educational institutions will have of them.
Learn how to get, hold and advance on a job in the industry or business world.
Learn how to qualify for entrance and succeed in post-secondary school.

Career Education Outcome Behavior, The Need For Which Is Greater Among Regular Students Than Among Gifted and Talented Students
Develop effective decision-making skills.
Become aware of how they can apply their skills to related jobs rather than being limited to just only one.
Develop positive attitudes toward themselves, school and work.

Table 3. (continued)

Classification of Relative Needs for Career

Education Outcome Behavior: Regular and

Gifted and Talented Students

Career Education Outcome Behavior, The Need For Which Is Greater Among Regular Students Than Among Gifted and Talented Students
Relate what they learn to occupations.
Develop an awareness of their interests, aptitudes, needs and values as an aid to career planning.
Develop a flexible career plan with options and alternatives.
Be prepared for a "next step" when they leave public school, in either immediate employment or continuing education.
Secure employment if they choose it.

1) better career decision-makers, 2) more aware of how to apply their skills to many jobs, 3) more positive towards school and work, 4) better able to relate learning to work, 5) more aware of career planning skills and attitudes, 6) more career flexible, 7) better prepared for life after graduation, and 8) better at finding employment.

Summary

Part Two of the present study was concerned with the career education needs of gifted and talented students and the relationship of these needs to those of regular students which were assessed in Part One. The method in Part Two was to conduct a similar survey as in Part One with the exception that gifted and talented, rather than regular students were the target population. The survey forms, target communities and survey groups were identical except that the Business group was not included.

Three research questions were posed to guide the study:

Research Question One: What are the career education needs of gifted and talented students in Alaska?

Research Question Two: What differences exist between the career education priorities of gifted and talented and regular students in Alaska in grades 6, 9 and 12?

Research Question Three: In what specific student outcome behaviors do the needs of regular and gifted and talented students differ?

The results indicated that the career education needs of gifted and talented students center on the skills necessary to cope with a future world of work which changes and requires skillful decision-making and awareness of career options. Conversely, job seeking and college entrance skills were not per-

ceived to be as important for gifted and talented students.

With regard to the hierarchy of career education priorities the two groups were found to be different. Educational planning for the two groups should, therefore, establish different career education target behaviors for the two groups.

Specific differences between the career education needs of the two groups were found on approximately half of the 17 outcome behaviors assessed. On approximately half of the 17 career education student outcome behaviors assessed, the needs of gifted and talented students compared to regular students were of a similar magnitude while on the remaining half, the needs were not as urgent. Gifted and talented students were perceived as having better career decision-making and planning skills and more occupational flexibility. Also, the skills to match abilities and learning to occupations and positive career attitudes were more pronounced in the gifted and talented. Finally, the gifted and talented were rated better at preparing for life and jobseeking.

APPENDIX A

SURVEY FORMS

6th Grade

9th Grade

12th Grade

Administrators

Counselors

Teachers

Parents

Business, Industry & Labor

6th Grade
STATE WIDE SURVEY OF NEEDS ASSESSMENT FOR CAREER EDUCATION

INFORMATION: Your school and your community need your help. They want to know how best to prepare students for the world outside of the classroom.

DIRECTIONS: This survey contains a list of statements about different educational program and student goals. After reading each goal rate from (1=low importance to 5=high importance) how important you consider each goal to be. Then rate from (1=low achievement to 5=high achievement) how well you feel each goal is presently being achieved. Ratings are indicated by circling the appropriate number (1-5).

IMPORTANCE LOW.....HIGH		CAREER EDUCATION OPPORTUNITY	ACHIEVEMENT LOW.....HIGH
1 2 3 4 5	1.	I need to discover what is important and helpful to me.	1 2 3 4 5
1 2 3 4 5	2.	I need to feel good about the things I see and do.	1 2 3 4 5
1 2 3 4 5	3.	I need to know about how to buy and sell things.	1 2 3 4 5
1 2 3 4 5	4.	I need to know about many kinds of jobs so I can choose among them.	1 2 3 4 5
1 2 3 4 5	5.	I need to find out about how people feel about their jobs.	1 2 3 4 5
1 2 3 4 5	6.	I need to learn how my school subjects will help me in the world outside of my school.	1 2 3 4 5
1 2 3 4 5	7.	I need to know how different careers require different knowledge, abilities, and attitudes.	1 2 3 4 5
1 2 3 4 5	8.	I need to discover what activities I like and dislike.	1 2 3 4 5
1 2 3 4 5	9.	I need to know what kind of jobs there will be in the future.	1 2 3 4 5
1 2 3 4 5	10.	I need to discover what activities I can do better then others.	1 2 3 4 5
1 2 3 4 5	11.	I need to learn about the many different jobs it takes to get my food, clothing shelter.	1 2 3 4 5

6th Grade
STATE WIDE SURVEY OF NEEDS ASSESSMENT FOR CAREER EDUCATION

IMPORTANCE LOW.....HIGH						CAREER EDUCATION OPPORTUNITY	ACHIEVEMENT LOW.....HIGH				
1	2	3	4	5	12.	I need opportunities to talk to workers about their careers by visiting them at work or having them speak to us at school.	1	2	3	4	5
1	2	3	4	5	13.	I need to know how possible career choices will affect my personal life.	1	2	3	4	5
1	2	3	4	5	14.	I need to match up my interest and abilities with possible career choices.	1	2	3	4	5
1	2	3	4	5	15.	I need opportunities to "try out" a particular job in which I am interested.	1	2	3	4	5
1	2	3	4	5	16.	I need more information about resources to find out more about myself and various careers. Resources are: books, counselors, field trips, films, etc.	1	2	3	4	5
1	2	3	4	5	17.	I need to learn how to make decisions and choices concerning myself.	1	2	3	4	5
1	2	3	4	5	18.	I need to learn how labor unions affect workers and their jobs.	1	2	3	4	5

Thank you for responding,
South East Regional Resource Center

9th Grade
STATE WIDE SURVEY OF NEEDS ASSESSMENT FOR CAREER EDUCATION

INFORMATION: Your school and your community need your help. They want to know how best to prepare students for the world outside of the classroom.

DIRECTIONS: This survey contains a list of statements about different educational program and student goals. After reading each goal rate from (1=low importance to 5=high importance) how important you consider each goal to be. Then rate from (1=low achievement to 5=high achievement) how well you feel each goal is presently being achieved. Ratings are indicated by circling the appropriate number (1-5).

IMPORTANCE LOW.....HIGH		CAREER EDUCATION OPPORTUNITY	ACHIEVEMENT LOW.....HIGH
1 2 3 4 5	1.	I need help in discovering just what my real values are in life.	1 2 3 4 5
1 2 3 4 5	2.	I need opportunities to become self-confident in the things I do and in working well with other people.	1 2 3 4 5
1 2 3 4 5	3.	I need help in making realistic career plans and taking responsibility for planning a meaningful and satisfying life.	1 2 3 4 5
1 2 3 4 5	4.	I need help in learning human relations skills to get along well with fellow workers, friends and family members.	1 2 3 4 5
1 2 3 4 5	5.	I need information about how occupations I might choose would effect my lifestyle.	1 2 3 4 5
1 2 3 4 5	6.	I need information about how to use available resources to find out about myself and possible career choices. Resources are: books, counselors, films, resource persons, etc.	1 2 3 4 5
1 2 3 4 5	7.	I need help in discovering if I am interested in working primarily with people, ideas, or things.	1 2 3 4 5
1 2 3 4 5	8.	I need help in matching up my interests and abilities with possible career areas.	1 2 3 4 5
1 2 3 4 5	9.	I need help in choosing school courses that will relate to my chosen career or occupational field.	1 2 3 4 5
1 2 3 4 5	10.	I need help in understanding the influence of labor, management, government, and society on the world of work.	1 2 3 4 5

9th Grade
STATE WIDE SURVEY OF NEEDS ASSESSMENT FOR CAREER EDUCATION

IMPORTANCE LOW.....HIGH						CAREER EDUCATION OPPORTUNITY	ACHIEVEMENT LOW.....HIGH				
1	2	3	4	5	11.	I need information about current and future trends in the job market.	1	2	3	4	5
1	2	3	4	5	12.	I need help in learning about the importance of preparing for a group of related jobs as well as for a specific job.	1	2	3	4	5
1	2	3	4	5	13.	I need information about education and training requirements and opportunities for the types of occupations in which I am interested.	1	2	3	4	5
1	2	3	4	5	14.	I need opportunities for work-study, co-op, or part-time work to get on-the-job work experiences and "try out" a particular job in which I am interested.	1	2	3	4	5
1	2	3	4	5	15.	I need information about the expectations future employers or institutions of higher learning will have of me.	1	2	3	4	5
1	2	3	4	5	16.	I need help in planning and preparing for "next step" beyond high school, in either employment or further education.	1	2	3	4	5
1	2	3	4	5	17.	I need help in developing skills to find a job such as writing a resume, filling out application forms, and conducting myself in an interview.	1	2	3	4	5
1	2	3	4	5	18.	I need help in finding a job while still in high school and or upon exit from high school.	1	2	3	4	5
1	2	3	4	5	19.	I need information about post-secondary schools I can attend.	1	2	3	4	5

20. Have you decided on a tentative career choice?

    a) YES b) NO

21. How sure of it are you?

    a) QUITE SURE b) GENERALLY SURE
    c) GENERALLY UNSURE d) QUITE UNSURE

Thank you for responding,
South East Regional Resource Center

12th Grade
STATE WIDE SURVEY OF NEEDS ASSESSMENT FOR CAREER EDUCATION

INFORMATION: Your school and your community need your help. They want to know how best to prepare students for the world outside of the classroom.

DIRECTIONS: This survey contains a list of statements about different educational program and student goals. After reading each goal rate from (1=low importance to 5=high importance) how important you consider each goal to be. Then rate from (1=low achievement to 5=high achievement) how well you feel each goal is presently being achieved. Ratings are indicated by circling the appropriate number (1-5).

IMPORTANCE LOW.....HIGH		CAREER EDUCATION OPPORTUNITY	ACHIEVEMENT LOW.....HIGH
1 2 3 4 5	1.	I need help in discovering just what my real values are in life.	1 2 3 4 5
1 2 3 4 5	2.	I need opportunities to become self-confident in the things I do and in working well with other people.	1 2 3 4 5
1 2 3 4 5	3.	I need help in making realistic career plans and taking responsibility for planning a meaningful and satisfying life.	1 2 3 4 5
1 2 3 4 5	4.	I need help in learning human relations skills to get along well with fellow workers, friends and family members.	1 2 3 4 5
1 2 3 4 5	5.	I need information about how occupations I might choose would effect my lifestyle.	1 2 3 4 5
1 2 3 4 5	6.	I need information about how to use available resources to find out about myself and possible career choices. Resources are: books, counselors, films, resource persons, etc.	1 2 3 4 5
1 2 3 4 5	7.	I need help in discovering if I am interested in working primarily with people, ideas, or things.	1 2 3 4 5
1 2 3 4 5	8.	I need help in matching up my interests and abilities with possible career areas.	1 2 3 4 5
1 2 3 4 5	9.	I need help in choosing school courses that will relate to my chosen career or occupational field.	1 2 3 4 5
1 2 3 4 5	10.	I need help in understanding the influence of labor, management, government, and society on the world of work.	1 2 3 4 5

12th Grade
STATE WIDE SURVEY OF NEEDS ASSESSMENT FOR CAREER EDUCATION

IMPORTANCE LOW.....HIGH						CAREER EDUCATION OPPORTUNITY	ACHIEVEMENT LOW.....HIGH				
1	2	3	4	5	11.	I need information about current and future trends in the job market.	1	2	3	4	5
1	2	3	4	5	12.	I need help in learning about the importance of preparing for a group of related jobs as well as for a specific job.	1	2	3	4	5
1	2	3	4	5	13.	I need information about education and training requirements and opportunities for the types of occupations in which I am interested.	1	2	3	4	5
1	2	3	4	5	14.	I need opportunities for work-study, co-op, or part-time work to get on-the-job work experiences and "try out" a particular job in which I am interested.	1	2	3	4	5
1	2	3	4	5	15.	I need information about the expectations future employers or institutions of higher learning will have of me.	1	2	3	4	5
1	2	3	4	5	16.	I need help in planning and preparing for "next step" beyond high school, in either employment or further education.	1	2	3	4	5
1	2	3	4	5	17.	I need help in developing skills to find a job such as writing a resume, filling out application forms, and conducting myself in an interview.	1	2	3	4	5
1	2	3	4	5	18.	I need help in finding a job while still in high school and or upon exit from high school.	1	2	3	4	5
1	2	3	4	5	19.	I need information about post-secondary schools I can attend.	1	2	3	4	5

20. Have you decided on a tentative career choice?

a) YES b) NO

21. How sure of it are you?

a) QUITE SURE b) GENERALLY SURE
c) GENERALLY UNSURE d) QUITE UNSURE

Thank you for responding,
South East Regional Resource Center

Administrators

STATE WIDE SURVEY OF NEEDS ASSESSMENT FOR CAREER EDUCATION

INFORMATION: Your school and your community need your help. They want to know how best to prepare students for the world outside of the classroom.

DIRECTIONS: This survey contains a list of statements about different educational program and student goals. After reading each goal rate from (1=low importance to 5=high importance) how important you consider each goal to be. Then rate from (1=low achievement to 5=high achievement) how well you feel each goal is presently being achieved. Ratings are indicated by circling the appropriate number (1-5).

IMPORTANCE					CAREER EDUCATION OPPORTUNITY		ACHIEVEMENT				
					Our students need help (from school and community) to:						
LOW				HIGH			LOW				HIGH
1	2	3	4	5	1.	Develop effective decision-making skills.	1	2	3	4	5
1	2	3	4	5	2.	Become aware of how they can apply their skills to related jobs rather than being limited to just only one.	1	2	3	4	5
1	2	3	4	5	3.	Develop positive attitudes toward themselves, school and work.	1	2	3	4	5
1	2	3	4	5	4.	Relate what they learn to occupations.	1	2	3	4	5
1	2	3	4	5	5.	Develop an appreciation for the personal, social, and economic significance of work.	1	2	3	4	5
1	2	3	4	5	6.	Develop an awareness of their interests, aptitudes, needs, and values as an aid to career planning.	1	2	3	4	5
1	2	3	4	5	7.	Become aware of the many occupational options open to them.	1	2	3	4	5
1	2	3	4	5	8.	Consider how their career choice may affect their lifestyle.	1	2	3	4	5
1	2	3	4	5	9.	Test their interests, and aptitudes through paid or unpaid, actual or simulated work experience.	1	2	3	4	5
1	2	3	4	5	10.	Become aware of current and future trends in the local and national job markets.	1	2	3	4	5
1	2	3	4	5	11.	Develop an understanding and appreciation of our free enterprise system.	1	2	3	4	5

Administrators

STATE WIDE SURVEY OF NEEDS ASSESSMENT FOR CAREER EDUCATION

IMPORTANCE						CAREER EDUCATION OPPORTUNITY	ACHIEVEMENT				
						Our students need help (from school and community) to:					
LOW					HIGH		LOW				HIGH
1	2	3	4	5		12. Become aware of expectations that employer and higher educational institutions will have of them.	1	2	3	4	5
1	2	3	4	5		13. Develop a flexible career plan with options and alternatives.	1	2	3	4	5
1	2	3	4	5		14. Be prepared for a "next step" when they leave public school, in either immediate employment or continuing education.	1	2	3	4	5
1	2	3	4	5		15. Learn how to get, hold, and advance on a job in the industry or business world.	1	2	3	4	5
1	2	3	4	5		16. Learn how to qualify for entrance and succeed in post-secondary school.	1	2	3	4	5
1	2	3	4	5		17. Secure employment if they choose it.	1	2	3	4	5
						In order to provide the above career education for students, I need:					
1	2	3	4	5		18. Coordination of career education efforts within our school system.	1	2	3	4	5
1	2	3	4	5		19. A policy statement from the Board of Education supporting career education.	1	2	3	4	5
1	2	3	4	5		20. Cooperation of teachers in integrating career education with school curriculum.	1	2	3	4	5
1	2	3	4	5		21. Adequate evaluation systems for career education efforts.	1	2	3	4	5
1	2	3	4	5		22. Assistance in identifying school and community resources for career education.	1	2	3	4	5
1	2	3	4	5		23. A system for cataloging, locating, and utilizing career education resources.	1	2	3	4	5
1	2	3	4	5		24. Planned conferences for administrators, teachers, counselors to share ideas and resources.	1	2	3	4	5

Administrators

STATE WIDE SURVEY OF NEEDS ASSESSMENT FOR CAREER EDUCATION

IMPORTANCE		CAREER EDUCATION OPPORTUNITY	ACHIEVEMENT
		In order to provide the above career education for students, I need:	
LOW.....HIGH			LOW.....HIGH
1 2 3 4 5	25.	A local needs assessment for career ed.	1 2 3 4 5
1 2 3 4 5	26.	Released time to develop local career education materials.	1 2 3 4 5
1 2 3 4 5	27.	A local plan for career education.	1 2 3 4 5
1 2 3 4 5	28.	Communication and cooperation between school and community to facilitate career education.	1 2 3 4 5
1 2 3 4 5	29.	Inservice training for school staff concerning career education.	1 2 3 4 5
1 2 3 4 5	30.	Motivation to use career education strategies to improve guidance and teaching.	1 2 3 4 5
1 2 3 4 5	31.	A program of testing to help students identify their interests and abilities.	1 2 3 4 5
1 2 3 4 5	32.	Adequate communications between state agencies and local schools and community.	1 2 3 4 5
1 2 3 4 5	33.	A coordinated plan for career education at all ages, beginning in early childhood and continuing throughout life.	1 2 3 4 5
1 2 3 4 5	34.	Suggestions and examples showing application of career education strategies in each subject area.	1 2 3 4 5
1 2 3 4 5	35.	Support from administration, counselors, parents, and the community alike for the career education efforts in my classroom.	1 2 3 4 5

Thank you for responding,
South East Regional Resource Center

Counselers
STATE WIDE SURVEY OF NEEDS ASSESSMENT FOR CAREER EDUCATION

INFORMATION: Your school and your community need your help. They want to know how best to prepare students for the world outside of the classroom.

DIRECTIONS: This survey contains a list of statements about different educational program and student goals. After reading each goal rate from (1=low importance to 5=high importance) how important you consider each goal to be. Then rate from (1=low achievement to 5=high achievement) how well you feel each goal is presently being achieved. Ratings are indicated by circling the appropriate number (1-5).

IMPORTANCE		CAREER EDUCATION OPPORTUNITY	ACHIEVEMENT
		Our students need help (from school and community) to:	
LOW.....HIGH			LOW.....HIGH
1 2 3 4 5	1.	Develop effective decision-making skills.	1 2 3 4 5
1 2 3 4 5	2.	Become aware of how they can apply their skills to related jobs rather than being limited to just only one.	1 2 3 4 5
1 2 3 4 5	3.	Develop positive attitudes toward themselves, school and work.	1 2 3 4 5
1 2 3 4 5	4.	Relate what they learn to occupations.	1 2 3 4 5
1 2 3 4 5	5.	Develop an appreciation for the personal, social, and economic significance of work.	1 2 3 4 5
1 2 3 4 5	6.	Develop an awareness of their interests, aptitudes, needs, and values as an aid to career planning.	1 2 3 4 5
1 2 3 4 5	7.	Become aware of the many occupational options open to them.	1 2 3 4 5
1 2 3 4 5	8.	Consider how their career choice may affect their lifestyle.	1 2 3 4 5
1 2 3 4 5	9.	Test their interests, and aptitudes through paid or unpaid, actual or simulated work experience.	1 2 3 4 5
1 2 3 4 5	10.	Become aware of current and future trends in the local and national job markets.	1 2 3 4 5
1 2 3 4 5	11.	Develop an understanding and appreciation of our free enterprise system.	1 2 3 4 5

Counselers

STATE WIDE SURVEY OF NEEDS ASSESSMENT FOR CAREER EDUCATION

IMPORTANCE						CAREER EDUCATION OPPORTUNITY	ACHIEVEMENT				
						Our students need help (from school and community) to:					
LOW					HIGH		LOW				HIGH
1	2	3	4	5		12. Become aware of expectations that employer and higher educational institutions will have of them.	1	2	3	4	5
1	2	3	4	5		13. Develop a flexible career plan with options and alternatives.	1	2	3	4	5
1	2	3	4	5		14. Be prepared for a "next step" when they leave public school, in either immediate employment or continuing education.	1	2	3	4	5
1	2	3	4	5		15. Learn how to get, hold, and advance on a job in the industry or business world.	1	2	3	4	5
1	2	3	4	5		16. Learn how to qualify for entrance and succeed in post-secondary school.	1	2	3	4	5
1	2	3	4	5		17. Secure employment if they choose it.	1	2	3	4	5
						In order to provide the above career education for students, I need:					
1	2	3	4	5		18. Coordination of career education efforts within our school system.	1	2	3	4	5
1	2	3	4	5		19. A policy statement from the Board of Education supporting career education.	1	2	3	4	5
1	2	3	4	5		20. Cooperation of teachers in integrating career education with school curriculum.	1	2	3	4	5
1	2	3	4	5		21. Adequate evaluation systems for career education efforts.	1	2	3	4	5
1	2	3	4	5		22. Assistance in identifying school and community resources for career education.	1	2	3	4	5
1	2	3	4	5		23. A system for cataloging, locating, and utilizing career education resources.	1	2	3	4	5
1	2	3	4	5		24. Planned conferences for administrators, teachers, counselors to share ideas and resources.	1	2	3	4	5

Counselors
STATE WIDE SURVEY OF NEEDS ASSESSMENT FOR CAREER EDUCATION

IMPORTANCE					CAREER EDUCATION OPPORTUNITY		ACHIEVEMENT				
					In order to provide the above career education for students, I need:						
LOW				HIGH			LOW				HIGH
1	2	3	4	5	25.	A local needs assessment for career ed.	1	2	3	4	5
1	2	3	4	5	26.	Released time to develop local career education materials.	1	2	3	4	5
1	2	3	4	5	27.	A local plan for career education.	1	2	3	4	5
1	2	3	4	5	28.	Communication and cooperation between school and community to facilitate career education.	1	2	3	4	5
1	2	3	4	5	29.	Inservice training for school staff concerning career education.	1	2	3	4	5
1	2	3	4	5	30.	Motivation to use career education strategies to improve guidance and teaching.	1	2	3	4	5
1	2	3	4	5	31.	A program of testing to help students identify their interests and abilities.	1	2	3	4	5
1	2	3	4	5	32.	Adequate communications between state agencies and local schools and community.	1	2	3	4	5
1	2	3	4	5	33.	A coordinated plan for career education at all ages, beginning in early childhood and continuing throughout life.	1	2	3	4	5
1	2	3	4	5	34.	Suggestions and examples showing application of career education strategies in each subject area.	1	2	3	4	5
1	2	3	4	5	35.	Support from administration, counselors, parents, and the community alike for the career education efforts in my classroom.	1	2	3	4	5

Thank you for responding,
South East Regional Resource Center

Teachers
STATE WIDE SURVEY OF NEEDS ASSESSMENT FOR CAREER EDUCATION

INFORMATION: Your school and your community need your help. They want to know how best to prepare students for the world outside of the classroom.

DIRECTIONS: This survey contains a list of statements about different educational program and student goals. After reading each goal rate from (1=low importance to 5=high importance) how important you consider each goal to be. Then rate from (1=low achievement to 5=high achievement) how well you feel each goal is presently being achieved. Ratings are indicated by circling the appropriate number (1-5).

IMPORTANCE		CAREER EDUCATION OPPORTUNITY	ACHIEVEMENT
		Our students need help (from school and community) to:	
LOW.....HIGH			LOW.....HIGH
1 2 3 4 5	1.	Develop effective decision-making skills.	1 2 3 4 5
1 2 3 4 5	2.	Become aware of how they can apply their skills to related jobs rather than being limited to just only one.	1 2 3 4 5
1 2 3 4 5	3.	Develop positive attitudes toward themselves, school and work.	1 2 3 4 5
1 2 3 4 5	4.	Relate what they learn to occupations.	1 2 3 4 5
1 2 3 4 5	5.	Develop an appreciation for the personal, social, and economic significance of work.	1 2 3 4 5
1 2 3 4 5	6.	Develop an awareness of their interests, aptitudes, needs, and values as an aid to career planning.	1 2 3 4 5
1 2 3 4 5	7.	Become aware of the many occupational options open to them.	1 2 3 4 5
1 2 3 4 5	8.	Consider how their career choice may affect their lifestyle.	1 2 3 4 5
1 2 3 4 5	9.	Test their interests, and aptitudes through paid or unpaid, actual or simulated work experience.	1 2 3 4 5
1 2 3 4 5	10.	Become aware of current and future trends in the local and national job markets.	1 2 3 4 5
1 2 3 4 5	11.	Develop an understanding and appreciation of our free enterprise system.	1 2 3 4 5

Teachers

STATE WIDE SURVEY OF NEEDS ASSESSMENT FOR CAREER EDUCATION

IMPORTANCE						CAREER EDUCATION OPPORTUNITY	ACHIEVEMENT				
						Our students need help (from school and community) to:					
LOW					HIGH		LOW				HIGH
1	2	3	4	5		12. Become aware of expectations that employer and higher educational institutions will have of them.	1	2	3	4	5
1	2	3	4	5		13. Develop a flexible career plan with options and alternatives.	1	2	3	4	5
1	2	3	4	5		14. Be prepared for a "next step" when they leave public school, in either immediate employment or continuing education.	1	2	3	4	5
1	2	3	4	5		15. Learn how to get, hold, and advance on a job in the industry or business world.	1	2	3	4	5
1	2	3	4	5		16. Learn how to qualify for entrance and succeed in post-secondary school.	1	2	3	4	5
1	2	3	4	5		17. Secure employment if they choose it.	1	2	3	4	5
						In order to provide the above career education for students, I need:					
1	2	3	4	5		18. Coordination of career education efforts within our school system.	1	2	3	4	5
1	2	3	4	5		19. A policy statement from the Board of Education supporting career education.	1	2	3	4	5
1	2	3	4	5		20. Cooperation of teachers in integrating career education with school curriculum.	1	2	3	4	5
1	2	3	4	5		21. Adequate evaluation systems for career education efforts.	1	2	3	4	5
1	2	3	4	5		22. Assistance in identifying school and community resources for career education.	1	2	3	4	5
1	2	3	4	5		23. A system for cataloging, locating, and utilizing career education resources.	1	2	3	4	5
1	2	3	4	5		24. Planned conferences for administrators, teachers, counselors to share ideas and resources.	1	2	3	4	5

Teachers

STATE WIDE SURVEY OF NEEDS ASSESSMENT FOR CAREER EDUCATION

IMPORTANCE					CAREER EDUCATION OPPORTUNITY		ACHIEVEMENT				
					In order to provide the above career education for students, I need:						
LOW				HIGH			LOW				HIGH
1	2	3	4	5	25.	A local needs assessment for career ed.	1	2	3	4	5
1	2	3	4	5	26.	Released time to develop local career education materials.	1	2	3	4	5
1	2	3	4	5	27.	A local plan for career education.	1	2	3	4	5
1	2	3	4	5	28.	Communication and cooperation between school and community to facilitate career education.	1	2	3	4	5
1	2	3	4	5	29.	Inservice training for school staff concerning career education.	1	2	3	4	5
1	2	3	4	5	30.	Motivation to use career education strategies to improve guidance and teaching.	1	2	3	4	5
1	2	3	4	5	31.	A program of testing to help students identify their interests and abilities.	1	2	3	4	5
1	2	3	4	5	32.	Adequate communications between state agencies and local schools and community.	1	2	3	4	5
1	2	3	4	5	33.	A coordinated plan for career education at all ages, beginning in early childhood and continuing throughout life.	1	2	3	4	5
1	2	3	4	5	34.	Suggestions and examples showing application of career education strategies in each subject area.	1	2	3	4	5
1	2	3	4	5	35.	Support from administration, counselors, parents, and the community alike for the career education efforts in my classroom.	1	2	3	4	5

Thank you for responding,
South East Regional Resource Center

Parents
STATE WIDE SURVEY OF NEEDS ASSESSMENT FOR CAREER EDUCATION

INFORMATION: Your school and your community need your help. They want to know how best to prepare students for the world outside of the classroom.

DIRECTIONS: This survey contains a list of statements about different educational program and student goals. After reading each goal rate from (1=low importance to 5=high importance) how important you consider each goal to be. Then rate from (1=low achievement to 5=high achievement) how well you feel each goal is presently being achieved. Ratings are indicated by circling the appropriate number (1-5).

IMPORTANCE	CAREER EDUCATION OPPORTUNITY	ACHIEVEMENT
	My child needs: (My children need:)	
LOW.....HIGH		LOW.....HIGH
1 2 3 4 5	1. Help in developing positive attitudes towards self, school, and work.	1 2 3 4 5
1 2 3 4 5	2. Help in learning to appreciate the personal, social, and economic significance of the world of work.	1 2 3 4 5
1 2 3 4 5	3. Help in exploring his/her interests, skills, personal traits, and personal values as an aid to career planning.	1 2 3 4 5
1 2 3 4 5	4. Help in relating what he/she does in school to various occupations.	1 2 3 4 5
1 2 3 4 5	5. Opportunities to go to work with me and/or other persons at their work to gain exposure to the world of work.	1 2 3 4 5
1 2 3 4 5	6. Information about the wide variety of occupations in business, government, and industry in our community.	1 2 3 4 5
1 2 3 4 5	7. Help in learning about and exploring a wide variety of jobs.	1 2 3 4 5
1 2 3 4 5	8. Help in considering how a career choice may affect his/her life style.	1 2 3 4 5
1 2 3 4 5	9. Information about current and future job trends in the local and national markets.	1 2 3 4 5
1 2 3 4 5	10. Opportunities to test his/her interest and skills through paid or unpaid, actual or simulated work experience.	1 2 3 4 5

Parents

STATE WIDE SURVEY OF NEEDS ASSESSMENT FOR CAREER EDUCATION

IMPORTANCE						CAREER EDUCATION OPPORTUNITY	ACHIEVEMENT				
						My Child Needs: My children need					
LOW				HIGH			LOW				HIGH
1	2	3	4	5	11.	Help in developing skills that will aid in career planning. Examples of skills are: information-gathering, decision-making, etc.	1	2	3	4	5
1	2	3	4	5	12.	Help in becoming aware of expectations that an employer or institute of higher education will have of him/her.	1	2	3	4	5
1	2	3	4	5	13.	Help in formulating a flexible career plan with options and alternatives.	1	2	3	4	5
1	2	3	4	5	14.	Preparation for a "next step" when leaving public school, in either immediate employment or continuing education.	1	2	3	4	5
1	2	3	4	5	15.	Information about how to get, hold, and advance on a job.	1	2	3	4	5
1	2	3	4	5	16.	Information about how to qualify for entrance and how to succeed in college.	1	2	3	4	5
1	2	3	4	5	17.	Placement service upon exit from high school into the job market.	1	2	3	4	5
						As a parent, in order to help my child (children) with career education, I need:					
1	2	3	4	5	18.	Information about school and community career education efforts.	1	2	3	4	5
1	2	3	4	5	19.	Information about how I, as a parent, can foster a good self-concept in my child (children).	1	2	3	4	5
1	2	3	4	5	20.	Opportunities to become familiar with career education resource materials available in my community and how to use them effectively.	1	2	3	4	5

Thank you for responding,
South East Regional Resource Center

Business, Industry, and Labor
STATEWIDE SURVEY OF NEEDS ASSESSMENT FOR CAREER EDUCATION

INFORMATION: Your schools and your community need your help. They want to know how best to prepare students for the world outside of the classroom.

DIRECTIONS: The following statements are listed as objectives of career education when integrated with ongoing guidance and instruction programs. Based on your contacts with youth, circle the appropriate numbers. After reading each objective rate from (1=low importance to 5=high importance) how important you consider each objective to be. Then rate (1=low achievement to 5=high achievement) how well you feel each objective is presently being achieved.

CAREER EDUCATION OPPORTUNITY

Students need help (from school and community) before they leave formal education to:

IMPORTANCE LOW.....HIGH						ACHIEVEMENT LOW.....HIGH				
1	2	3	4	5	1. Develop effective decision-making skills.	1	2	3	4	5
1	2	3	4	5	2. Become aware of how they can apply their skills to related jobs rather than being limited to just one.	1	2	3	4	5
1	2	3	4	5	3. Develop positive attitudes toward themselves, school and work.	1	2	3	4	5
1	2	3	4	5	4. Relate what they learn to occupations.	1	2	3	4	5
1	2	3	4	5	5. Develop an appreciation for the personal, social, and economic significance of work.	1	2	3	4	5
1	2	3	4	5	6. Develop an awareness of their interest, aptitudes, needs, and values as an aid to career planning.	1	2	3	4	5
1	2	3	4	5	7. Become aware of the many occupational options open to them.	1	2	3	4	5
1	2	3	4	5	8. Consider how their career choice may affect their lifestyle.	1	2	3	4	5
1	2	3	4	5	9. Test their interest, and aptitudes, through paid or unpaid, actual or simulated work experience.	1	2	3	4	5
1	2	3	4	5	10. Become aware of current and guture trends in the local and national job market.	1	2	3	4	5
1	2	3	4	5	11. Develop an understanding and appreciation of our free enterprise system.	1	2	3	4	5

Business, Industry, and Labor
STATE WIDE SURVEY OF NEEDS ASSESSMENT FOR CAREER INFORMATION

CAREER EDUCATION OPPORTUNITY

Students need help (from school and community) before they leave formal education to:

IMPORTANCE LOW.....HIGH							ACHIEVEMENT LOW.....HIGH				
1	2	3	4	5	12.	Become aware of the expectations that employers and higher educational institutions will have of them.	1	2	3	4	5
1	2	3	4	5	13.	Develop a flexible career plan with options and alternatives.	1	2	3	4	5
1	2	3	4	5	14.	Be prepared for a "next step" when they leave public school, in either immediate employment or continuing education.	1	2	3	4	5
1	2	3	4	5	15.	Learn how to get, hold, and advance on a job in the industry or business world.	1	2	3	4	5
1	2	3	4	5	16.	Learn how to qualify for entrance and succeed in post-secondary school.	1	2	3	4	5
1	2	3	4	5	17.	Secure employment if they choose it.	1	2	3	4	5
1	2	3	4	5	18.	Develop responsibility for self-direction.	1	2	3	4	5
1	2	3	4	5	19.	Develop positive attitudes toward learning throughout life.	1	2	3	4	5
1	2	3	4	4	20.	Develop human relations skills which will aid in working well with fellow workers, employees, and employers.	1	2	3	4	5

Other needs? (please specify)_____

_____

_____

_____

Comments:_____

_____

_____

APPENDIX B

SURVEY DATA

6th Grade

9th Grade

12th Grade

Educators

Parents

Business, Industry & Labor

6th Grade
STATE WIDE SURVEY OF NEEDS ASSESSMENT FOR CAREER EDUCATION

INFORMATION: Your school and your community need your help. They want to know how best to prepare students for the world outside of the classroom.

DIRECTIONS: This survey contains a list of statements about different educational program and student goals. After reading each goal rate from (1=low importance to 5=high importance) how important you consider each goal to be. Then rate from (1=low achievement to 5=high achievement) how well you feel each goal is presently being achieved. Ratings are indicated by circling the appropriate number (1-5).

IMPORTANCE		CAREER EDUCATION OPPORTUNITY	ACHIEVEMENT	
Mean	Rank		Mean	Rank
3.56	13	1. I need to discover what is important and helpful to me.	3.05	7
3.75	7	2. I need to feel good about the things I see and do.	3.09	6
3.36	17	3. I need to know about how to buy and sell things.	3.13	5
4.13	1	4. I need to know about many kinds of jobs so I can choose among them.	2.84	10
2.60	10	5. I need to find out about how people feel about their jobs.	2.19	18
3.60	11	6. I need to learn how my school subjects will help me in the world outside of my school.	3.44	2
3.69	9	7. I need to know how different careers require different knowledge, abilities, and attitudes.	2.90	9
3.58	12	8. I need to discover what activities I like and dislike.	3.26	3
3.92	4	9. I need to know what kind of jobs there will be in the future.	3.74	1
3.87	5	10. I need to discover what activities I can do better then others.	3.26	4
3.96	3	11. I need to learn about the many different jobs it takes to get my food, clothing shelter.	2.71	11

6th Grade
STATE WIDE SURVEY OF NEEDS ASSESSMENT FOR CAREER EDUCATION

IMPORTANCE		CAREER EDUCATION OPPORTUNITY	ACHIEVEMENT	
Mean	Rank		Mean	Rank
3.39	16	12. I need opportunities to talk to workers about their careers by visiting them at work or having them speak to us at school.	2.32	17
3.75	7	13. I need to know how possible career choices will affect my personal life.	2.51	15
3.52	14	14. I need to match up my interest and abilities with possible career choices.	2.71	12
4.06	2	15. I need opportunities to "try out" a particular job in which I am interested.	2.66	13
3.43	15	16. I need more information about resources to find out more about myself and various careers. Resources are: books, counselors, field trips, films, etc.	3.01	8
3.78	6	17. I need to learn how to make decisions and choices concerning myself.	2.65	14
3.17	18	18. I need to learn how labor unions affect workers and their jobs.	2.34	16

Thank you for responding,
South East Regional Resource Center

9th Grade
STATE WIDE SURVEY OF NEEDS ASSESSMENT FOR CAREER EDUCATION

INFORMATION: Your school and your community need your help. They want to know how best to prepare students for the world outside of the classroom.

DIRECTIONS: This survey contains a list of statements about different educational program and student goals. After reading each goal rate from (1=low importance to 5=high importance) how important you consider each goal to be. Then rate from (1=low achievement to 5=high achievement) how well you feel each goal is presently being achieved. Ratings are indicated by circling the appropriate number (1-5).

IMPORTANCE		CAREER EDUCATION OPPORTUNITY	ACHIEVEMENT	
Mean	Rank		Mean	Rank
3.76	9	1. I need help in discovering just what my real values are in life.	2.80	6
3.98	6	2. I need opportunities to become self-confident in the things I do and in working well with other people.	3.16	1
4.14	3	3. I need help in making realistic career plans and taking responsibility for planning a meaningful and satisfying life.	2.81	4
3.68	12	4. I need help in learning human relations skills to get along well with fellow workers, friends and family members.	3.01	3
3.69	11	5. I need information about how occupations I might choose would effect my lifestyle.	2.57	15
3.43	18	6. I need information about how to use available resources to find out about myself and possible career choices. Resources are: books, counselors, films, resource persons, etc.	2.80	7
3.51	15	7. I need help in discovering if I am interested in working primarily with people, ideas, or things.	2.69	10
3.91	8	8. I need help in matching up my interests and abilities with possible career areas.	2.64	13
4.21	1	9. I need help in choosing school courses that will relate to my chosen career or occupational field.	3.11	2
3.54	14	10. I need help in understanding the influence of labor, management, government, and society on the world of work.	2.68	11

9th Grade
STATE WIDE SURVEY OF NEEDS ASSESSMENT FOR CAREER EDUCATION

IMPORTANCE Mean	IMPORTANCE Rank	CAREER EDUCATION OPPORTUNITY	ACHIEVEMENT Mean	ACHIEVEMENT Rank
3.55	13	11. I need information about current and future trends in the job market.	2.32	19
3.45	17	12. I need help in learning about the importance of preparing for a group of related jobs as well as for a specific job.	2.41	17
4.03	4	13. I need information about education and training requirements and opportunities for the types of occupations in which I am interested.	2.66	12
4.03	5	14. I need opportunities for work-study, co-op, or part-time work to get on-the-job work experiences and "try out" a particular job in which I am interested.	2.64	14
3.48	16	15. I need information about the expectations future employers or institutions of higher learning will have of me.	2.71	9
4.21	2	16. I need help in planning and preparing for "next step" beyond high school, in either employment or further education.	2.81	5
3.75	10	17. I need help in developing skills to find a job such as writing a resume, filling out application forms, and conducting myself in an interview.	2.45	16
3.94	7	18. I need help in finding a job while still in high school and or upon exit from high school.	2.79	8
3.39	19	19. I need information about post-secondary schools I can attend.	2.41	18

20. Have you decided on a tentative career choice?

a) YES b) NO

21. How sure of it are you?

a) QUITE SURE b) GENERALLY SURE
c) GENERALLY UNSURE d) QUITE UNSURE

Thank you for responding,
South East Regional Resource Center

12th Grade
STATE WIDE SURVEY OF NEEDS ASSESSMENT FOR CAREER EDUCATION

INFORMATION: Your school and your community need your help. They want to know how best to prepare students for the world outside of the classroom.

DIRECTIONS: This survey contains a list of statements about different educational program and student goals. After reading each goal rate from (1=low importance to 5=high importance) how important you consider each goal to be. Then rate from (1=low achievement to 5=high achievement) how well you feel each goal is presently being achieved. Ratings are indicated by circling the appropriate number (1-5).

IMPORTANCE		CAREER EDUCATION OPPORTUNITY	ACHIEVEMENT	
Mean	Rank		Mean	Rank
3.70	7	1. I need help in discovering just what my real values are in life.	3.06	13
3.94	2	2. I need opportunities to become self-confident in the things I do and in working well with other people.	3.19	9
4.11	1	3. I need help in making realistic career plans and taking responsibility for planning a meaningful and satisfying life.	2.98	16
3.59	9	4. I need help in learning human relations skills to get along well with fellow workers, friends and family members.	3.21	8
3.46	13	5. I need information about how occupations I might choose would effect my lifestyle.	2.75	19
3.24	18	6. I need information about how to use available resources to find out about myself and possible career choices. Resources are: books, counselors, films, resource persons, etc.	3.27	4
3.08	19	7. I need help in discovering if I am interested in working primarily with people, ideas, or things.	3.10	11
3.78	4	8. I need help in matching up my interests and abilities with possible career areas.	3.10	12
3.76	5	9. I need help in choosing school courses that will relate to my chosen career or occupational field.	3.00	14
3.32	16	10. I need help in understanding the influence of labor, management, government, and society on the world of work.	3.00	15

12th Grade
STATE WIDE SURVEY OF NEEDS ASSESSMENT FOR CAREER EDUCATION

IMPORTANCE		CAREER EDUCATION OPPORTUNITY	ACHIEVEMENT	
Mean	Rank		Mean	Rank
3.79	3	11. I need information about current and future trends in the job market.	2.98	17
3.30	17	12. I need help in learning about the importance of preparing for a group of related jobs as well as for a specific job.	2.84	18
3.70	8	13. I need information about education and training requirements and opportunities for the types of occupations in which I am interested.	3.27	5
3.55	11	14. I need opportunities for work-study, co-op, or part-time work to get on-the-job work experiences and "try out" a particular job in which I am interested.	3.24	6
3.73	6	15. I need information about the expectations future employers or institutions of higher learning will have of me.	3.13	10
3.57	10	16. I need help in planning and preparing for "next step" beyond high school, in either employment or further education.	3.52	3
3.49	12	17. I need help in developing skills to find a job such as writing a resume, filling out application forms, and conducting myself in an interview.	3.60	2
3.41	15	18. I need help in finding a job while still in high school and or upon exit from high school.	3.22	7
3.46	14	19. I need information about post-secondary schools I can attend.	3.98	1

20. Have you decided on a tentative career choice?

a) YES b) NO

21. How sure of it are you?

a) QUITE SURE b) GENERALLY SURE
c) GENERALLY UNSURE d) QUITE UNSURE

Thank you for responding,
South East Regional Resource Center

Educators (Administrators, Counselors and Teachers)
STATE WIDE SURVEY OF NEEDS ASSESSMENT FOR CAREER EDUCATION

INFORMATION: Your school and your community need your help. They want to know how best to prepare students for the world outside of the classroom.

DIRECTIONS: This survey contains a list of statements about different educational program and student goals. After reading each goal rate from (1=low importance to 5=high importance) how important you consider each goal to be. Then rate from (1=low achievement to 5=high achievement) how well you feel each goal is presently being achieved. Ratings are indicated by circling the appropriate number (1-5).

IMPORTANCE		CAREER EDUCATION OPPORTUNITY	ACHIEVEMENT	
		Our students need help (from school and community) to:		
Mean	Rank		Mean	Rank
4.30	12	1. Develop effective decision-making skills.	2.88	10
4.37	10	2. Become aware of how they can apply their skills to related jobs rather than being limited to just only one.	2.87	12
4.88	1	3. Develop positive attitudes toward themselves, school and work.	3.32	1
4.50	4	4. Relate what they learn to occupations.	2.78	16
4.54	3	5. Develop an appreciation for the personal, social, and economic significance of work.	2.99	6
4.44	7	6. Develop an awareness of their interests, aptitudes, needs, and values as an aid to career planning.	2.83	15
4.20	16	7. Become aware of the many occupational options open to them.	3.03	5
4.43	8	8. Consider how their career choice may affect their lifestyle.	2.86	13
4.35	11	9. Test their interests, and aptitudes through paid or unpaid, actual or simulated work experience.	2.62	20
4.13	20	10. Become aware of current and future trends in the local and national job markets.	2.44	24
4.12	21	11. Develop an understanding and appreciation of our free enterprise system.	2.88	11

Educators (Administrators, Counselors and Teachers)
STATE WIDE SURVEY OF NEEDS ASSESSMENT FOR CAREER EDUCATION

IMPORTANCE		CAREER EDUCATION OPPORTUNITY	ACHIEVEMENT	
		Our students need help (from school and community) to:		
Mean	Rank		Mean	Rank
4.45	6	12. Become aware of expectations that employer and higher educational institutions will have of them.	3.08	4
4.18	17	13. Develop a flexible career plan with options and alternatives.	2.66	19
4.68	2	14. Be prepared for a "next step" when they leave public school, in either immediate employment or continuing education.	2.89	9
4.14	18	15. Learn how to get, hold, and advance on a job in the industry or business world.	2.68	18
4.21	15	16. Learn how to qualify for entrance and succeed in post-secondary school.	3.15	2
4.04	26	17. Secure employment if they choose it.	2.93	7
		In order to provide the above career education for students, I need:		
4.47	5	18. Coordination of career education efforts within our school system.	2.42	25
3.90	30	19. A policy statement from the Board of Education supporting career education.	2.45	23
4.42	9	20. Cooperation of teachers in integrating career education with school curriculum.	2.42	26
3.91	29	21. Adequate evaluation systems for career education efforts.	2.08	34
3.96	27	22. Assistance in identifying school and community resources for career education.	2.86	14
3.96	28	23. A system for cataloging, locating, and utilizing career education resources.	3.09	3
3.86	31	24. Planned conferences for administrators, teachers, counselors to share ideas and resources.	1.94	35

Educators (Administrators, Counselors and Teachers)
STATE WIDE SURVEY OF NEEDS ASSESSMENT FOR CAREER EDUCATION

IMPORTANCE		CAREER EDUCATION OPPORTUNITY	ACHIEVEMENT	
		In order to provide the above career education for students, I need:		
Mean	Rank		Mean	Rank
3.50	35	25. A local needs assessment for career ed.	2.16	30
3.67	34	26. Released time to develop local career education materials.	2.19	29
3.79	33	27. A local plan for career education.	2.16	31
4.05	25	28. Communication and cooperation between school and community to facilitate career education.	2.78	17
4.10	22	29. Inservice training for school staff concerning career education.	2.23	28
4.13	19	30. Motivation to use career education strategies to improve guidance and teaching.	2.48	21
4.09	23	31. A program of testing to help students identify their interests and abilities.	2.92	8
3.85	32	32. Adequate communications between state agencies and local schools and community.	2.46	22
4.22	14	33. A coordinated plan for career education at all ages, beginning in early childhood and continuing throughout life.	2.13	32
4.05	24	34. Suggestions and examples showing application of career education strategies in each subject area.	2.11	33
4.23	13	35. Support from administration, counselors, parents, and the community alike for the career education efforts in my classroom.	2.30	27

Thank you for responding,
South East Regional Resource Center

Parents
STATE WIDE SURVEY OF NEEDS ASSESSMENT FOR CAREER EDUCATION

INFORMATION: Your school and your community need your help. They want to know how best to prepare students for the world outside of the classroom.

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IMPORTANCE		CAREER EDUCATION OPPORTUNITY My child needs: (My children need:)	ACHIEVEMENT	
Mean	Rank		Mean	Rank
4.66	1	1. Help in developing positive attitudes towards self, school, and work.	3.16	1
4.23	9	2. Help in learning to appreciate the personal, social, and economic significance of the world of work.	2.82	8
4.41	3	3. Help in exploring his/her interests, skills, personal traits, and personal values as an aid to career planning.	2.86	5
4.18	14	4. Help in relating what he/she does in school to various occupations.	2.78	9
4.24	7	5. Opportunities to go to work with me and/or other persons at their work to gain exposure to the world of work.	2.84	7
4.07	19	6. Information about the wide variety of occupations in business, government, and industry in our community.	2.92	3
4.16	16	7. Help in learning about and exploring a wide variety of jobs.	2.74	12
4.24	8	8. Help in considering how a career choice may affect his/her life style.	2.52	17
4.12	17	9. Information about current and future job trends in the local and national markets.	2.61	15
4.23	10	10. Opportunities to test his/her interest and skills through paid or unpaid, actual or simulated work experience.	2.75	11

Parents
STATE WIDE SURVEY OF NEEDS ASSESSMENT FOR CAREER EDUCATION

IMPORTANCE		CAREER EDUCATION OPPORTUNITY	ACHIEVEMENT	
		My child needs: (My children need:)		
Mean	Rank		Mean	Rank
4.20	13	11. Help in developing skills that will aid in career planning. Examples of skills are: information-gathering, decision-making, etc.	2.90	4
4.32	5	12. Help in becoming aware of expectations that an employer or institute of higher education will have of him/her.	2.72	13
4.18	15	13. Help in formulating a flexible career plan with options and alternatives.	2.55	16
4.55	2	14. Preparation for a "next step" when leaving public school, in either immediate employment or continuing education.	2.85	6
4.35	4	15. Information about how to get, hold, and advance on a job.	2.52	18
4.25	6	16. Information about how to qualify for entrance and how to succeed in college.	3.16	2
3.61	20	17. Placement service upon exit from high school into the job market.	2.44	20
		As a parent, in order to help my child (children) with career education, I need:		
4.08	18	18. Information about school and community career education efforts.	2.67	14
4.23	11	19. Information about how I, as a parent, can foster a good self-concept in my child (children).	2.77	10
4.22	12	20. Opportunities to become familiar with career education resource materials available in my community and how to use them effectively.	2.45	19

Thank you for responding,
South East Regional Resource Center

Business, Industry, and Labor
STATEWIDE SURVEY OF NEEDS ASSESSMENT FOR CAREER EDUCATION

INFORMATION: Your schools and your community need your help. They want to know how best to prepare students for the world outside of the classroom.

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CAREER EDUCATION OPPORTUNITY

Students need help (from school and community) before they leave formal education to:

IMPORTANCE			ACHIEVEMENT	
Mean	Rank		Mean	Rank
4.63	4	1. Develop effective decision-making skills.	2.75	10
4.38	11	2. Become aware of how they can apply their skills to related jobs rather than being limited to just one.	2.88	5
4.75	3	3. Develop positive attitudes toward themselves, school and work.	2.50	16
4.25	15	4. Relate what they learn to occupations.	3 13	2
4.50	8	5. Develop an appreciation for the personal, social, and economic significance of work.	2 88	6
4.25	16	6. Develop an awareness of their interest, aptitudes, needs, and values as an aid to career planning.	2.75	11
4.50	9	7. Become aware of the many occupational options open to them.	2.50	17
4.88	1	8. Consider how their career choice may affect their lifestyle.	2.63	13
4.88	2	9. Test their interest, and aptitudes, through paid or unpaid, actual or simulated work experience.	2.63	14
4.00	19	10. Become aware of current and guture trends in the local and national job market.	2.25	19
4.25	17	11. Develop an understanding and appreciation of our free enterprise system.	2.25	20

Business, Industry, and Labor
STATE WIDE SURVEY OF NEEDS ASSESSMENT FOR CAREER INFORMATION

CAREER EDUCATION OPPORTUNITY

Students need help (from school and community) before they leave formal education to:

IMPORTANCE				ACHIEVEMENT	
Mean	Rank			Mean	Rank
4.00	20	12.	Become aware of the expectations that employers and higher educational institutions will have of them.	2.88	7
4.63	5	13.	Develop a flexible career plan with options and alternatives.	3.00	4
4.63	6	14.	Be prepared for a "next step" when they leave public school, in either immediate employment or continuing education.	2.88	8
4.38	12	15.	Learn how to get, hold, and advance on a job in the industry or business world.	2.63	15
4.25	18	16.	Learn how to qualify for entrance and succeed in post-secondary school.	3.25	1
4.38	13	17.	Secure employment if they choose it.	2.88	9
4.63	7	18.	Develop responsibility for self-direction.	2.75	12
4.50	10	19.	Develop positive attitudes toward learning throughout life.	2.50	18
4.38	14	20.	Develop human relations skills which will aid in working well with fellow workers, employees, and employers.	3.13	3

Other needs? (please specify)_____

_____

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Comments:_____

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_____